

**PROBLEMS AND CHALLENGES FACED BY UNEMPLOYED  
WOMEN IN SHOROMONG VILLAGE OF  
MOPANI DISTRICT**

by

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## **DEDICATION**

I would like to dedicate this mini-dissertation to my late mother Mokgadi Esther Lekoto whose love and aspiration for education kept me going. I owe this study to you, Ausi (Mom).

DECLARATION

I, Esther Dikeledi Mangena, declare that the mini- dissertation hereby submitted to the University of Limpopo for the degree of Masters of Education in Adult Education has not previously been submitted by me for a degree at this or any other University; that it is my work in design and execution, and that all material contained herein has been duly acknowledged.



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Esther Dikeledi Mangena

29/04/2013

Date

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## **SUMMARY OF THE STUDY**

Unemployment is a crucial problem in the whole world. There are still a high number of unemployed rural women in the world in general and in South Africa in particular. Rural women are still marginalized and stay in poor conditions because they are unemployed, poor and lack skills required by the market. Black rural women form the majority of illiterates and unemployed in the country and this have a negative impact on the development of the country. This means that rural women stay in conditions of squalor because they are unemployed, poor and lack skills required by the labour market.

This study focuses on the problems and challenges faced by unemployed rural women. It was conducted in Shoromong village of Greater Tzaneen Municipality in Mopani District. Unemployed rural women need to be empowered through ABET (Adult Basic Education and Training) programmes to stand up and fight poverty, ill health and other social ills they face.

Chapter one outlined the background of the problem of unemployment based on the education in the past (before 1994). I also discussed different types of unemployment, causes and their effects.

I formulated the following aim of the study:

- To investigate the problems and challenges faced by unemployed rural women in Shoromong village.

In order to achieve the aim outlined above, I formulated the following main research question:

- What are the problems and challenges faced by unemployed rural women in Shoromong village?

It is the objective of this study to develop a detailed picture of the problems and challenges faced by unemployed rural women in Shoromong village, explore the unemployed rural women's feelings and attitude about their present situation, to contribute towards the development of a programme that will address problems and challenges faced by unemployed rural women, to contribute towards empowerment of rural women in order to enable them to take their rightful place in society and to bring awareness to the local government about poor living

conditions in Shoromong village.

Chapter two outlines the theoretical framework of the study. It is based on the readings of the relevant literature and preliminary discussions with the unemployed women of Shoromong village.

I have also defined the following concepts: social exclusion, poverty, unemployment and adult education. The following critical factors are discussed: loss of respect and dignity, financial constraints, lack of education and skills and poor living conditions.

In chapter three, I described the design of the study. One path of data collection, being fieldwork is the main focus. The fieldwork is divided into phases, namely: Introductory phase, extensive fieldwork phase, and observation. Extensive fieldwork comprises of four stages of interviews. An exploratory design was chosen for this study. An explanation and discussion of the instruments that were utilized to collect data from different role players in various phases of data collection is also given. I further explained how the data that has been collected from various phases was analysed using qualitative data analysis method.

Chapter four presents the empirical findings and analysis of the study. I have also outlined the detailed views of interviewees in relation to the critical factors of the study. Results of observations of the study are also given. The results of the study indicate that unemployed women are faced with multiple problems and challenges. Those problems and challenges not only affect them as individuals but also affect their children, spouses/husband, relatives, the community and the whole society. The reality is the burden is on the individual who experience unemployment from day to day.

Chapter five is the final chapter of my study. It presents the final conclusion and recommendations of the study. It also provides suggestions of what can bring solutions to problems and challenges of unemployed rural women in Shoromong village. This chapter mentioned areas that need to be further researched as ABET field seems to be under- researched. The chapter concludes by discussing “reflections”. It is a section that is about my learning experiences and difficulties that I encountered during the process of this research.

## **LIST OF ABBREVIATIONS**

ABET:	Adult Basic Education and Training
ATM:	Automated Teller Machine
GDP:	Gross Domestic Product
GTM:	Greater Tzaneen Municipality
ILO:	International labour organisation
NAIRU:	Non Accelerated Inflation Rate of Unemployment
NITF:	National Technology Forum
RDP:	Reconstruction and Development Programme
SA:	South Africa
PALC:	Public Adult Learning Centre
STAT SA:	Statistics South Africa
LP:	Limpopo province

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## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

### **1.1 Introduction**

In this chapter I will outline the historical background of the South African education system before 1994. For us to understand the present, it is important to know and understand where we come from. I will also outline the background of the study which forms a basis for understanding of this mini-dissertation. There is a description of rural women unemployment in South Africa, Limpopo and Mopani district. Thereafter, there is an outline of the causes and effects of unemployment. A description of research questions of the study is given. The chapter concludes by indicating the relevance of this study.

### **1.2 Brief overview of the background of the education system in South Africa before 1994**

The National party and its apartheid came into power in South Africa in 1948. The government enforced the segregation of black and white people into different areas. South African society has been marked by a history of segregation and separation of the different “races” (Rabie, 2008).

In 1960’s, separate education departments were set up to administer institutions under white, coloured, Indian and black. The distribution of resources was uneven, overtime, led to huge disparities between the different groups (Du Pre, 1994). Under apartheid, the schooling system of the Blacks was called Bantu Education. The aim of Bantu Education was to train the Black population for certain inferior type of jobs. The aim being “keeping them in their place” or “subordinating” them in all ways to the ruling minority class (Nkabinde, 1997). Much emphasis was placed on technical skills in order for the black population to engage in manual labour.

The objectives of black education is explained by Nkomo (1990) as being to promote black intellectual underdevelopment by minimizing the allocation of educational resources for blacks

while maximizing them for whites. The government was determined to ensure that the vast majority of Black children would receive a schooling that did not equip for anything other than unskilled manual labour (Samuel, 1990).

When it comes to universities, white universities were closed to blacks and every group would have its own university. Universities for Black population were further divided into Zulu, Xhosa and Sotho universities, which were tribal universities.

The historical legacy of South Africa is one factor that contributed to the differences in income, education, career, health care, and infrastructure and so on. Overcrowded classes in Black schools were the order of the day. The socio- economic factors of Blacks were not favouring education. Black population lived in overcrowded conditions characterized by lack of role models and poverty, domestic violence, alcohol abuse and high crime rate (Advisory council of Universities and Technikons, 1992).

After 1990, the global market was opened for South Africa. There was a demand for qualified workers (Cloete, N; Fehnel, R; Maasen, P; Moja, T; Perold, H & Gibbon, T. 2002). Mc Kay (2004), assert that the implications of apartheid were far reaching and entrenched inequalities and poverty along racial lines, which penetrated the system of education in South Africa. The legacy of apartheid and discrimination remains with their traces in low literacy levels more especially among black women. The highest percentage of the illiterate poor and unemployed is found in women living in rural areas (Rabie, 2008).

### **1.3 Background of the problem**

#### **1.3.1 Rural women unemployment in South Africa**

The South African Household Survey (2010) shows that 52% of South Africa's total population is women. Of those, almost half (47, 9) are living in rural areas. The number of rural women

differs drastically between the population groups. 57% of African women live in rural areas as compared to 17% of coloured women and 8% of white women. The unemployment rate amongst rural women amounts to 53% for all population groups as compared to 37% among rural men. In addition, among rural African women the unemployment rate amounts to 56% as compared to 21% amongst rural 'coloured' women and 5% amongst rural white women.

Majority of black women continue to live under extreme poor conditions in rural areas. Rural areas are characterised by lack of socio-economic development and infrastructure, as well as lack of opportunities for employment and income. Historically, rural women have lacked access to basic services and opportunities, a situation that, sadly persist even today

It is generally accepted that among South Africa's socio-economic problems faced by women in rural areas, unemployment is one of the most serious one. A transition to a market economy has created new problems for women in rural areas since they were used to depend on subsistence farming. Apparently, unemployment is a massive challenge and rapidly growing problem in the world as a whole and South Africa in particular. The condition of rural women deserves attention since they face problems related to the rural way of life.

Unemployment and poverty affects urban areas, but rife in rural areas. According to Kew (2001) unemployment affects individuals, as well as the community. Most families are headed by unemployed women whose husbands have migrated to urban areas in search of employment opportunities. Lundahl and Peterson (2004) argue that black women in South Africa, in the pre-democratic era, were marginalised and discriminated against because of their state of being female and black. Women are expected to make their contribution in the tribal economy, while their husbands are migrant workers in urban areas. High unemployment rate is a direct contributing factor to inequality and poverty in South Africa (Barker 2002).

According to Kumleben, Sangweni & Ledger (2003), apartheid legislation authorized the 'reservation' of many skilled jobs and managerial positions for whites. Qualified blacks were legally excluded from most senior – level jobs. Black education standards were so inferior. Even in equivalent job categories, blacks received lower wages than whites did. Even before apartheid restrictions were imposed during 1950's up to 1990's, government policies determined many



aspects of labour management relations. Black workers suffered systematic discrimination. For more than four decades, official laws and customary white behavior prevented blacks from having the same access as whites to employment opportunities. Today making the South African economic system more competitive and more equitable under globalization requires the elimination of all racial segmentation in the labour market, one of its main features being wage inequalities (Kumleben et al, 2003).

According to Kingdom & Knight (2001), another major reason why blacks have a much higher unemployment rate than the whites is their lower levels of employment enhancing characteristics such as education and their location in areas of high unemployment. Despite loosening apartheid in 1994, the former homeland regions still continued to act as Labour reserves whose residents were at a great disadvantage in the labour market (Casale, 2004). The fact that women are secondary wage-earners is perhaps convincing of continuing difference in the kinds of work that men and women do, their advancement opportunities and their earning (Hertz & Marshall, 2001).

South Africa has one of the highest unemployment rate in the world, currently standing at 23, 9% (Stats SA, 2011). From the year 2000 until 2008, South Africa's unemployment rate averaged 26, 38% reaching an historical high of 31,20% in March 2003 and a record low of 23% in September of 2007 ([www.tradingeconomics.com/south-africa/unemployment](http://www.tradingeconomics.com/south-africa/unemployment) rate). A quarter of economically active people are unemployed. Unemployment is a real matter of concern; it can yield devastating effect on economic welfare, crime, erosion of human capital, social exclusion, misery and social instability (Kingdon and Knight, 2007). Furthermore, the incidence of employment determines the distribution of income and poverty (Bhorat, Myrray, Muzi, Van der Berg & Ingrid, 2001).

Hodge (2002) found that high and rising rates of unemployment in SA were a result of increases in non-accelerated inflation rate (NAIRU) of unemployment. Unemployment may exist even when the economy is at full sustainable capacity due to difficulties in matching job seekers and job vacancies (Grant, 2002). Mohr, Fourie, & Associates, (2000) attributed the increase in unemployment to a decline in economic growth, while Barker (2002) attributed it to a high population growth rate, low economic growth rate and declining labour intensity in the economy.

The high unemployment rate is also a direct contributing factor to inequality and poverty in SA (Barker, 2002).

The SA population has experienced huge inequalities and disparities in terms of economic participation and opportunities, which resulted in a state where, in one country, there are developed areas particularly towns and cities together with their people and less developed areas, particularly rural areas and their people. Rural areas and the rural population are underdeveloped and disempowered, particularly in case of African rural women. Women in rural areas are mostly occupied with housing chores such as fetching water far from their homes, cooking, fetching wood and looking after children. It was commonly known that the African woman's place is in the kitchen.

Limited educational and occupational opportunities for women are not unique to SA. Worldwide women predominate in service and support occupations including clerical, catering, caretaking and retail fields. Large scale unemployment has become the prime social economic issue in SA and a number of developing countries. Unemployment is a waste of human potential and national product. It is responsible for poverty and inequality, erodes human capital and also creates social and economic tension wherever it strikes (Seely, 2003).

### **1.3.2 Rural woman unemployment in Limpopo**

South Africa is made up of 9 provinces of which Limpopo is one of them. Limpopo is situated in the northern part of the country. Polokwane is the capital city and lies strategically in the centre of the province. Limpopo is one of the most under privileged and poorest of high rates of unemployment. The total population of the Limpopo province is 5, 5 million representing 11, 7% of SA's population. More than half of its population is female, that is 52%, with female dominance. The population is mainly Africans with a share of 97, 2% whereas 0, 2% and 2, 4% coloureds, Indians and whites respectively (Limpopo guide, 2006).

The province covers a land size of 123910km accounting for 10, 2 % of South Africa. Majority of the population resides in rural areas. Limpopo is characterised as a developing economy. The most contributors to its economy are community, social and personal service, forestry and

hunting, wholesale and retail trade. The province is endowed with a variety of minerals. However, these minerals are exported in their raw state to outside countries.

Proportions of women in rural areas are concentrated in agriculture and food production (ILO, 2003). Women are found in the lower echelons in the formal sector (ILO, 2003). Although an increasing number of women are now employed in the formal sector, formal employment whether in the public or private sector has offered relatively limited employment to women as men dominate it. The share of women employed in industry is low (ILO, 2003). Given limited opportunities in the formal sector, majority of women in the urban areas and rural areas are self-employed in the informal sector. An oversupply of unskilled labour is the main cause of unemployment. If the economy does not grow to accommodate an expanding working age population, unemployment will increase. In Limpopo many women are illiterate. They can neither read nor write. Lack of education and training increases their unemployment rate. They lack basic health knowledge of aspects such as proper nutrition, breastfeeding, family planning and knowledge of sexually transmitted diseases.

Black women from rural areas have no assertive person to identify with positively, except for their mothers who were treated as second hand citizens. These women seem hopeless because of their position in society and the environment in which they found themselves. Unemployment takes from people the right to live as human beings and has them living under various pressures: the pressure to obtain employment, the pressure to escape from poverty and the pressure to keep happiness in the family (Le 2003:23).

### **1.3.3 Rural women unemployment in Mopani district**

Mopani is one of the 6 districts in Limpopo province of SA. The seat of Mopani is Giyani. The majority of it 064195 people speak Tsonga or Northern Sotho (census, 2001). Female population amounts to 525 744 that counts to 54, 53% and male 438451 that counts to 45, 47%. Black African amounts to 940970 amounting 97, 59% and others are white, coloureds and Indians.

Mopani district is a vast and mostly rural area where the population is scattered across numerous smaller villages and communities ([www.daff.gov.za/doa](http://www.daff.gov.za/doa) Dev/22sms/docs/PROFILE% 2011% 20

MOPANI %). There are 5 municipalities within the district\_ Greater Tzaneen Municipality Greater Giyani, Maruleng, Greater Letaba and Ba Phalaborwa. Mopani population has low levels of urbanization. Formal employment is scarce and unemployment and poverty levels remains high. More than 50% of the adult population is functionally illiterate. The low level of education and skills needed in the formal labour market further the problem. Most villages lack basic services like water. The mining sector contributes 30% of the Gross Domestic Product (GDP), followed by government services 17% and finance and business service at 15%.

Retail is an important secondary economic sector which serves a large rural area. There is lack of Wholesalers in Mopani district. Agriculture is the most important economic sector. The steadily growing population places an additional strain on current resources. Poverty level is very high. Many people are not properly housed. The quality of housing is poor. People live in informal housing and traditional dwellings. There are insufficient hospitals, health care, clinics and mobile clinics especially for those in rural areas ([www.daff.gov.za/dao/Dev/22sms/docs/PROFILE% 20 MOPANI %](http://www.daff.gov.za/dao/Dev/22sms/docs/PROFILE%20MOPANI%20)).

Shoromong is a village in the Greater Tzaneen municipality under Mopani District in Limpopo Province. It is situated in the North-Eastern region of South Africa. Most of the areas in this district are rural where culture, religion and lack of education facilities have impacted badly on women. Shoromong village is situated 47 kilometers outside Tzaneen town next to Shiluvane village. This village has no running water, sanitation, proper roads, school, crèche and recreational facilities.

In order to address the problems and challenges of unemployment successfully, a distinction should be drawn between different types of unemployment (Mafiri, 2002). This gives an indication of the possible reasons for unemployment and therefore some idea of how the problem should be addressed.

## **1.4 Types of unemployment**

### **1.4.1 Cyclical unemployment**

Sometimes the whole economy slows down. The demand for goods and services drops and employers cannot afford to keep all their workers, so people lose their jobs. Unemployment

increases. This is called cyclical unemployment. When the economy gets stronger, more people start demanding goods and services again and the employers re-employs people. Unemployment decrease (Moolman, Burger, Weaver & Zulu, 2008).

#### **1.4.2 Seasonal unemployment**

Some businesses and industries have very busy periods during which they need lots of workers, and very slow periods, during which they need fewer or no workers. For example, farmers need more workers when they are harvesting fruit or vegetables, but fewer when they are planting and growing the products. Seasonal unemployment happens when there are jobs that need people only for certain months in a year. The workers are unemployed during the slow period and re-employed during the busy season (Moolman et al, 2008).

#### **1.4.2 Frictional unemployment**

The economy is always changing, while some businesses and industries expand, others get smaller. This means that people often move from one job to another. While people are looking for new jobs, they are said to be frictionally unemployed. They usually do not wait a long time to find job and the more information they have about the market and the jobs available the better. So frictional unemployment happens as the economy changes and people move from one job to another (Moolman et al, 2008).

#### **1.4.4 Structural unemployment**

Structural unemployment happens when there are fundamental or big changes in the economy of the country. Structural unemployment can happen as a result of a number of factors:

- Production methods and techniques change. Workers may not have skills to use new technology or may not be needed to operate new technology. For example, ATM's replace bank tellers
- Foreign competition increases. Products coming in from overseas may mean that SA's businesses might not be able to compete with the cheaper prices and may have to lay off workers.
- Important industries change. For example, a low demand for gold causes mines to close up and people will lose jobs. Structural unemployment is a serious problem. Workers

have to be re-trained or moved from one place to another where they can find jobs that need their skills and qualifications (Moolman et al, 2008).

Studies have shown that increased unemployment leads to pressures not only to the person who is looking for work. So, let us look at the effects of unemployment on different people:

## **1.5 Effects of unemployment**

### **1.5.1 On individual**

The experience of unemployment can have a variety of effects on the individual (Smith, 2006). Although unemployment impacts on the individual's family, friends and the community, the loss is borne directly by the individual. The individual faces many problems and challenges related to unemployment.

### **1.5.2 Psychological**

According to Smith (2006), the drastic reduction in status and prestige following unemployment and the failure to get work can affect the individual's self-esteem. A loss of self-esteem also appears to be associated with self-blame and depression. The depression the unemployed person suffers from consists of feelings of losing control in the present state of unemployment, and no hope for the future. A sense of failure leads the unemployed person to face other psychological problems like experiences of self-worthlessness (Le 2003). Unemployment creates an open-ended situation from which there is no escape until the job is found. Because the unemployed does not know when the job will be found, anxiety can grow with each day passing. If anxiety is not addressed, it can paralyse the unemployed person (Riehle, 2001). Unemployment can also create frustration and anger that can lead to violence, substance abuse and sometimes even suicide (Le, 2003). Psychological effects are closely related to religious dimension. Some people if not working, turn it all against themselves, rather than moving on to the next step of finding employment (Kew, 2001).

### **1.5.3 Financial**

Unemployed people are the ones who bear directly the sufferings and burdens caused by unemployment. Unemployment takes from them the right of having income that they need in order to survive. Hourly wages or salary and benefits are gone. The unemployed like others, have basic human needs like food, clothing and adequate housing. They also need the same services for themselves and their families like health, education and recreation. But they have to reduce these necessities because of their situation of unemployment (Le, 2003).

### **1.5.4 Relational**

According to Smith (2006), when individuals are barred from the workplace, they lose day face to face with others who often share work, goals and extracurricular interests. Friends may not be able to fill the gaps. The unemployed may feel ashamed, embarrassed or envious in the presence of employed friends and may withdraw from their company.

### **1.5.5 Systemic**

For the individual who is unemployed for some time, the loss of system and routine can be frightening and disorientating (Smith, 2006). Each day is like the last, with no place to go, no appointments to keep, no rules and regulations to follow, no company standards to keep and no deadlines to meet. The individual can feel lost, with no defining surroundings, schedules or context (Kew, 2001). Attempts to move into new contexts, such as family cook or cleaner, may be silently resented or rejected outright emphasizing feelings of uselessness and failure.

### **1.5.6 Physical**

According to Le (2003), unemployment has shown to increase stress and stress related health problems. The unemployed are also subjected to increased risk of serious illness, including heart disease, ulcers and psychological problems. Many turn to alcohol, drugs and tobacco consumption (Smith, 2006). There is a close link between work and identity. Work gives money and therefore dignity. And it gives them identity, a role as a worker and therefore dignity in a society where one's worth is measured by one's work (Broman, Hamilton & Hoffman, 2001). Our self-image is defined by our work. Often the first question asked after being introduced, is

“what do you do?”. Generally the reply states a job title and place of employment (Smith, 2006). Unemployment does not affect individuals only, but has effect on their families as well.

### **1.5.7 On the family**

The stress of unemployment may have stress impact on the whole family. Immediate family members often struggle with their adjustment to a radical change in income and perhaps permanently loosened status and standard of living (Smith, 2006).

According to Broman et al (2001), financial hardship is likely to pervade and poison the emotional climate of the home like few other issues. Financial hardship can bring inflict and conflict with loved ones. The stress created by life crisis like unemployment, has been found to be a factor predisposing parents to child abuse. Spouses are more likely to be neglected or abused and many families split apart. Older children are affected and frustrated by the loss of their parent’s income. Young children are less affected than teenagers and may enjoy their parent’s presence at home. Teenagers may change schools or may perform poorly in school, exhibit excess absenteeism, or become hostile to others.

### **1.5.8 Socially**

Unemployment affects the life of the community as a whole. The pressures imposed on those who are out of work impact on everyone in the community (Le, 2003). Unemployment is, therefore, a major factor in increased family breakdown, homelessness, street kids, drug usage, alcoholism, violence and other crime. When people become unemployed, they might lose their homes, modes of transport and their independence. The unemployed increasingly become a burden to the community they live in. Unemployment deprives people of opportunities to contribute to society (Le, 2003). According to Le, (2003), by losing the right to build society, tensions are created between the unemployed and others, often leaving the unemployed person isolated and unaccepted. This might create frustration and anger that can lead to violence, substance abuse and even sometimes suicide.



## **1.6 Statement of the problem**

Seely (2003) conducted a study for the period 1999-2001 in 11 countries and 2002-2003 in 15 countries, unemployment topped people's development agenda in both periods. The number of countries that cited unemployment as a major problem increased from (5 out of 11) to (10 out of 15) of the surveyed countries. Most women in Shoromong village are faced with problems and challenges of unemployment. Due to lack of education and skills training, they are not able to be absorbed in the labour market. There are no industries next to the village which can offer job opportunities to women in this area. Lack of formal roads in the village disadvantage them in having public transport that can take them to and from workplaces. There is no Public Adult Learning Centre in their village which can empower women with literacy programmes.

Most of the women are engaged in subsistence farming and depend on government grants to keep their families going. There is only one vegetable project in the village. This project cannot absorb all the unemployed women in this village. The few women who are employed at the project earn low wages, which cannot sustain the needs of their family. Statistics South Africa (2011) indicates that 6561 families in Mopani district are illiterate. The number of unemployed females is 19451. The fact that such a number of women cannot read nor write and are unemployed, contributes negatively to the development of Mopani district. Women are given little attention for scholarly enquiry or entirely ignored (Dekker and Lemmer, 1993). This ignorance leads to the low social status of women. Their children receive less parental care and they are undernourished. Hunger, malnutrition, lack of clothing and overcrowded shacks is typical situations of these women and their children. These factors impact badly on the lives of these women.

Women in Shoromong, just as women in other rural areas are subject to poverty, hostility, abuse, neglect and hardship. Many of them are breadwinners and also head of households. Despite government commitment to rural improvement, there is little sign of improvement especially for women. Most attempts to improve the living conditions of rural women to any noticeable extent have failed in the past (Daniels, 2001).

Rural households face a number of challenges including macro-economic policies that result in higher food and transport prices, poor agricultural practices, environmental degradation, isolation and support services. “Unemployment is a grave form of economic injustice in our time” (Beukes, 1999).

### **1.7 Aim and objectives of the study**

**The main aim of the study is:**

- The main aim of this study is to investigate the problems and challenges faced by unemployed rural women in Shoromong village.

**The objectives of this study are as follows:**

- To develop a detailed picture of the problems and challenges faced by unemployed rural women in Shoromong village
- To explore unemployed rural women’s feelings and attitude about their present living conditions
- To contribute towards the development of a programme that will address problems and challenges faced by unemployed rural women
- To contribute towards empowerment of rural women in order to enable them to take their rightful place in society
- To make an awareness to the local government about poor living conditions in Shoromong for provision of services

### **1.8 Research questions**

The main research question of this study is as follows:

- What are the problems and challenges faced by unemployed rural women in Shoromong village?

From the main research question the following sub-questions can be asked:

- What are your feelings and attitude about the present living conditions?
- What are the characteristics of the unemployed rural women in Shoromong village?
- What is the educational level of the unemployed rural women in Shoromong village?
- How can literacy lead to empowerment and development of unemployed rural women in Shoromong village?

### **1.8 Significance of the study**

Unemployed women struggle to survive by growing subsistence crops. Large number of women has to take the full burden of farming when their husbands and sons are forced to leave home for employment in towns and cities. Those who are single are faced with the responsibility to take care of their children by themselves. The results of the study will be of benefit to local government providers in the social development practice by informing decision- makers on which intervention would be appropriate to render services to unemployed women in the Shoromong village. For example, if they have proper roads, they can start commuting from their homes to places where they can find jobs. This study can propel the local government to provide services such as clinics, schools, water and other primary needs of life.

The household do not have access to basic services living the community excluded and marginalized. The plight of the rural community and their families within this locality, their exclusion from a decent life, failure to receive sufficient supportive measures from government and their reluctance to make attempts to improve their lives, have contributed towards the identification of undertaking the problem and challenges of the unemployed rural women . According to Berman (2001-2002), rural poverty cannot be measured simply in terms of income. Other dimensions include a lack of access to cleaning water, warmth and lighting, adequate health and transport, infrastructure and employment.

Large scale unemployment has become the prime social economic issue in SA especially pertaining to women. Though unemployed, they continue to perform many household duties to the running of the family life and economy as a whole ([http://www.statssa.gov.za/isi2009/scientific programme...](http://www.statssa.gov.za/isi2009/scientific%20programme...)). The purpose of this study is to investigate the problems and challenges faced by unemployed rural women in Shoromong village. To address lack of skills or low levels of education amongst women which may be of great importance to policy makers and Department of Labour in the formulation of appropriate policies? To come up with possible solution to address the inefficiency of the labour market as far as job creation is concerned.

When unemployed rural women's problems and challenges are revealed and known, they will be supportive to one another. These women will be open in the way they handle their situation. The results will also be of significance to the department of education to have public adult learning centre in this area in order to empower women with skills that will enable them to create job opportunities for themselves. The government must take the lead and play a major role in primary, secondary and tertiary education (Jurie and Kelvin, 1997). This study will bring awareness to women who face similar unemployment problems and challenges. The study will identify problems of women who are in the margin/ excluded to find out what can be done for them to improve their livelihood.

## **1.10 Conclusion**

In this chapter I have established the following points that:

- Education system, development and labour policies of the past are mainly responsible for current imbalances, unemployment and discrepancies in South Africa.
- The unemployment rate amongst rural women amounts to 53%
- Majority of black women continue to live under poor conditions in rural areas.
- Mopani district has a vast number of rural areas and has a low level of urbanization
- There are four types of unemployment : cyclical, seasonal, frictional and structural
- Unemployment does not only affect the individual directly faced with

This study aims at investigating the problems and challenges faced by unemployed rural women in Shoromong village. Development without women is impossible. The integration of reading, writing and numeracy skills may equip, empower and transform rural women.

## **CHAPTER 2: THEORETICAL FRAMEWORK**

### **2.1 Introduction**

This chapter discusses the theoretical framework of the study. There is a discussion of assumptions to problems and challenges of unemployed rural women in Shoromong village. I will also define concepts like social exclusion, poverty and unemployment.

### **2.2 Definition of concepts**

#### **2.2.1 Social exclusion**

This concept refers to situations involving precarious incomes or poverty: being on the margins or out of the labour market with limited prospects of securing a foothold on it, experiencing housing community environment equally typified by impoverished economic and social opportunities (Rampedi and Zeelen, 1998). They further state that for people who are excluded from this process or those who are willing to participate, the generalization of lifelong learning may only have the effect of increasing their isolation from the world of the knowledge-rich. It is a situation where an individual is unable to participate in a particular social setting on the basis of lack of required skills necessary to do that. De Haan (1997) defines social exclusion as ‘the process through which individuals or groups are wholly or partially excluded from full participation in the society within which they live’.

Unemployed rural women live under poverty. They are not able to secure jobs due to ill-experience and lack of skills. Social exclusion also refers to situations where individuals are unable to participate fully in social activities such as schooling. Most women in Shoromong village drop-out from school due to their living conditions.

#### **2.2.2 Poverty**

Poverty can be described as a situation in which people are trapped in a social environment

characterised by apathy, fatalism, lack of aspiration, exclusive concern with immediate gratifications and frequent endorsement of delinquent behaviour (Portes, in Gilbert and Gugler, 1997). In simple terms one can describe poverty as lack of basic human needs such as food, housing, water, electricity, sanitation, employment, and education and health facilities. Poverty refers to a state of being lacking in quality and amount. According to Jurie and Kevin (1997) “Poverty is a vicious circle”. People are poor because they lack skills or because there is a shortage of jobs. They have little or no income and suffer from hunger and disease. Costello and Haggard (2003) highlighted that individuals born into poverty and who remain poor most of their lives tend to experience poor health at the end of their lives.

Limpopo with its rural areas is marred by high poverty rates, inequalities in the distribution of income between various population groups and unemployment. Poverty and unemployment in SA are often rural phenomena.

### **2.2.3 Unemployment**

Unemployment is defined as by the Bureau of Labour Statistics (2001) as people who do not have a job, have actively looked for work. Barker (1999) defines unemployed person as the one who is currently available for work and is seeking or wanting to work. The unemployment rate is defined as the number of unemployed persons taken as a percentage of the economically active population, which includes both employed and the unemployed.

There are concepts related to unemployment which are hidden unemployment, open – unemployment and underemployment. They are described as follows: Hidden unemployment occurs when many people are engaged in second-choice non-employment activities such as education or housekeeping primarily because job opportunities are not available either at the level of education already attained or, for women due to social matters. Open unemployment is usually the fact that there are too many people seeking the jobs on offer which discourages others from joining the seekers. Underemployment is a kind of unemployment where a man who is working less than full-time but would like more at a going wage rate is openly under-employed. The term underemployed is used to describe what may be called low-wage or low – productivity employment. A person is regarded as underemployed if he does not earn adequate income.

### **2.2.3 Adult education**

Merriam and Brockett (1997) define adult education as activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults. According to Houle (1996) adult education is the process by which men and women (alone, in groups, or institutional settings) seek to improve themselves or their society by increasing their skill, knowledge or sensitiveness. It is any process by which individuals, groups or institutions try to help men and women improve their life skills. Adult literacy will equip rural women with relevant knowledge and skills which lead to a better life. These skills can emancipate rural women and make them aware of their capabilities to bring about positive change in their families and communities.

According to Verner (1962), “Adult education is the action of an external educational agent in purposefully ordering behavior into planned systematic experiences that can result in learning for these for whom such an activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction”. One problem contributing to the confusion is that term ‘adult education’ is used with at least three different meanings. In its broadest sense, the term describes \_the process of adult learning one. In its more technical meaning, ‘adult education describes a set of organized activities carried on by wide variety of institutions for the accomplishment of specific educational objectives... A third meaning combines all of these processes and activities into the idea of a movement or field of social practice. In this sense, ‘adult education brings together into a discrete social system all the individuals, institutions and associations concerned with the education of adults and perceives them as working towards common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of our culture.



## **2.3 Critical factors**

### **2.3.1 Loss of respect and dignity**

Though family and friends can be affected by unemployment of their family member, the loss is borne most directly by the individual. Psychologically, people who fail to achieve their aspirations evaluate themselves as inferior and are likely to report feeling of guilt, shame or depression (Kaufmann; 1992). A sense of failure to get work lead to problems like experiences of worthlessness, feelings of being rejected from society and anxiety for the future (Le 2003:16). An unemployed person has no idea when he or she will get job opportunity, anxiety grows every day. If anxiety is not addressed, it can paralyze the unemployed and frustrate the job search (Riehle, 2001). The unemployed rural women are considered to be ‘social parasites’ both in their own eyes and the eyes of the public. It brings lack of confidence and low self-esteem (Kaufman, 1992).

### **2.3.2 Financial constraints**

Unemployed rural women in the absence of their husbands if any, remain heads of their families. They bear directly the sufferings and burdens caused by unemployment. Unemployment takes from them the right of having the income that they need in order to survive. Like others, they have the same needs: food, clothing and adequate housing. They cannot afford these needs because of their unemployment status (Le, 2003). According to Broman, Hamilton & Hoffman (2001) financial hardship is likely to pervade and poison the emotional climate of the home, like few other issues such as inflict and conflict with loved ones.

### **2.3.3 Lack of education and skills**

The inclusion of women in education will create higher economic growth and investments which will lead to development. One can support a statement made by Golian and Pellen (1994) who say that; when you educate a woman, you educate her family. So, women in Shoromong village lack education and skills and so are their girl children. The girls lack role models and motivation from their mothers and leads to a vicious cycle. The importance of education for development was described by the then president of South Africa, Nelson Mandela in McKay (2002) when he mentioned that education is the great engine of personal development, and exclusion from it

deprives people of the skills necessary to help themselves, undermines poor household's economic productive capacities.

#### **2.3.4 Poor living conditions**

Witepski (2002) argued that “time has forgotten rural villagers of Kwa-zulu Natal and Limpopo”. With no running water, people and animals share the same resources. No sanitation, clean water, clinics, schools and poor housing. Living conditions are just poor. Such conditions cause women and their families to be vulnerable to diseases such as cholera and malaria. Poverty leads to poor health conditions. They cannot meet the economic costs of sicknesses - hence poor rural women are vulnerable to hardships, malnutrition, high birth and death rates. Giddens (2001) says that high illiteracy is linked to poverty, ill health and high infant mortality. According to Kaufman (1992) the unemployed rural women may suffer from symptoms of headaches, insomnia, and loss of appetite, weight loss, fatigue, dizziness and indigestion.

Shoromong village seem to be out of touch in terms of information channels for unemployed women to search or look for employment opportunities. Since they were not having electricity before, they are without electronic devices that can inform them about available job opportunities. Their lack of education also prevents them from accessing computers and internets. Lack of shops to sell newspapers and magazines also contribute to the problem of them having access to information. These are barriers that prevent some people access to information. These barriers include the language problem, lack of computer systems, lack of education and geographic isolation.

Telephones provide means to access information; however, there are many areas where phone lines do not reach, like, Shoromong. Information is not evenly distributed across the world owing to a lack of appropriate communication channels. These people or areas are referred to as ‘disconnected’. The South Africa’s National information Technology Forum (NITF) aims to promote universal access to information for all citizens and eliminate disparities between urban and rural areas.

## 2.4 Conclusion

We have learnt from this chapter that:

- Unemployment of women is a challenge in Shoromong village
- There is a variety of problems experienced by unemployed women in Shoromong village
- It is thus a major of concern to look at critical factors faced by unemployed women in Shoromong village
- The following related concepts were defined: Social exclusion, Poverty, Unemployment and Adult Education.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

In this chapter I will start by describing the design of the study. One path of data collection will be the main point of focus. There will be an explanation and discussion of the instruments that were used to collect data from different role players in different phases of data collection. I will further explain how the data has been collected from various phases was analyzed using qualitative data analysis methods.

### **3.2 Design of the study**

I undertook an exploratory approach. According to Terreblanche and Painter (1994), exploratory approach attempt to look for new sights of the subject. Exploratory research is conducted because the problem has not been clearly defined as yet, or its real scope is as yet unclear. It allows the researcher to familiarize him/herself with the problem or concept to be studied ([www.htm.uoguelph.ca/MJ](http://www.htm.uoguelph.ca/MJ) Research Process) Interviews are conducted with participants to get information from them. I opted for the use of qualitative research method since it enabled me to interact with participants when gathering data so that different perspectives could be captured accurately. According to Fouche and Delport (2002) the qualitative paradigm stems from an anti-positivistic, interpretative and thus holistic in nature, and aims mainly to understand social life and the meaning that people attach to the everyday life. The qualitative researcher is concerned with understanding rather than explanation. One path of data collection of fieldwork was undertaken. It was divided into three phases, namely: Introductory, Extensive and Observation phase. Extensive phase comprises of four stages of interviews with the unemployed women, unemployed women's mothers, the "Induna" and the Social worker.

### **3.3 Data collection**

I made use of the following phases to collect data for the purpose of this study:

#### **3.3.1 Fieldwork**

In this study data is collected mainly from the fieldwork. It is divided into four phases, namely:

### **3.3.1.1 Introductory phase**

I first did a pre- visit to Shoromong village and conducted exploratory interviews with community members to get problems and challenges faced by unemployed women. The purpose of the interview was clearly explained to the community members I interviewed. I was able to come up with four critical factors being: Loss of respect and dignity, financial constraint, Lack of education and skills and poor living conditions as outlined in chapter 2.

### **3.3.1.2 Extensive Fieldwork Phase**

This phase of data collection is divided into four stages where I had interviewed two groups of participants. The first group was of unemployed women and secondly was of unemployed women's mothers. On one on one I interviewed the "Induna" and the Social worker.

#### **Stage One: Unemployed women.**

An interview with a group of ten unemployed rural women was conducted as an initial phase of data collection. Bogdan and Biklen (1992) argue that group interview might be useful for gaining an insight into what might be pursued in individual interviews. Mansion and Morrison (2004) support group interview by saying that group interview can generate a wider range of responses than an individual interview.

Group interviews have a potential to develop discussions, thus yielding a wide range of responses (Cohen et al 2004). Open- ended questions was used to get the in depth understanding of problems and challenges faced by unemployed women. This group of ten unemployed rural women enabled me to understand their characteristics, how they feel about their unemployed status, their problems and challenges, their poor living conditions and their educational profile. I targeted the age groups of between 35 and 45 for unemployed rural women. This age group was targeted because under normal circumstances they are supposed to be at work not schooling anymore. I also targeted this age group to enable me to get their mothers as participants too.

Interviewing a group of ten unemployed women enabled me to get an insight into problems and challenges faced by these women in Shoromong. They freely expressed their various experiences and challenges. They were able to state their daily problems and challenges as the first hand source of their experience and encounter.

### **Stage two: Unemployed women's mothers.**

In this phase of data collection, I used semi-structured interview method to collect data from six mothers of unemployed women. Lewis (1992) indicates that a group of around six or seven is an optimum size, though it can be smaller for younger children. According to De Vos, Strydom, Fouche' and Delpont (2005), the researcher used semi-structured interviews in order to gain a detailed picture of a participant's beliefs about, or perceptions or accounts of, a particular topic. My target group was mothers of the unemployed rural women of the age between 50 and 75. My intention was to get more data on problems and challenges unemployed rural women in Shoromong village face from their mother's point of view. Apparently the unemployed rural women might have shared their problems and challenges with their mothers. Their mothers might be their support system. I conducted one group of interview with the six mothers of the unemployed women.

From my interview with unemployed women's mothers, I was able to get a detailed picture of the problems and challenges that their daughter's face. More information especially on the assumptions of abuses and loss of self-respect and dignity was gathered from this interview. The aim of this stage of data collection was to understand the problems and challenges of rural women from their mother's point of view. I also wanted to get an in-depth investigation of the problems and challenges that unemployed women are facing from other sources other than from them on the first stage of interviewing.

### **Stage three: "Headman" or "Induna"**

In this phase of data collection, I conducted an unstructured one to one interview with the local 'headman' or 'Induna'. At the root of unstructured interviewing is an interest in understanding the experience of other people and the meaning they make of that experience (De Vos et al 2005). The 'Induna' solves problems and challenges faced by its community members in their headkraal ('kgoro'). I intended to understand the kind of problems and challenges faced by unemployed rural women in Shoromong village. I persuaded the headman to open up and express ideas clearly while focusing on issues at hand rather than wonder onto unrelated topics De Vos et al (2005).

#### **Stage four: Social worker.**

In this phase of data collection, I intended to conduct an unstructured one to one interview with a social worker who is working under Shiluvane area and serving Shoromong villagers. De Vos et al (2005) refer to unstructured one to one interview as “conversation with a purpose”. Interviewing the social worker enabled me to get the exact problems and challenges the unemployed women of Shoromong village usually reports to the social worker.

##### **3.3.1.3 Observation Phase**

On this last stage of data collection, I did observation on the living conditions of the unemployed women in Shoromong village. Cohen et al (2004) argue that observational data is attractive and offer the researcher the opportunity to gather ‘live’ data from ‘live’ situations. Observation allows the researcher to study people in their ‘natural setting’ without their behavior being influenced by the presence of a researcher. It usually consists of detailed information about particular groups or situations ([www.staff.city.ac.uk/js.labonte/pdf/fieldlandobservation](http://www.staff.city.ac.uk/js.labonte/pdf/fieldlandobservation)). I had a look at the houses in which they live, the type of food they eat, clothes they wear, how and where they get things such as water and fire wood, the conditions of their road and the subsistence fields. According to Patton (1990), observation allows the researcher to see things that might otherwise be unconsciously missed and discover things that participants might not freely talk about.

As I went to Shoromong village I observed the following:

- The houses in which the unemployed stayed
- Type of food the unemployed and their families eat
- The clothes the unemployed and their families wear
- Where they get water and wood
- The condition of their roads

- Their subsistence crops
- Working aged men and women drinking in a shebeen

### **3.4 Data Analysis**

The data collected from phase one enabled me to understand the characteristics, the feelings and attitudes and the educational level of unemployed rural women in Shoromong village. From phase two I clearly understood the problems and challenges faced by unemployed rural women in Shoromong village from their mother's point of view. From phase three I got an in-depth of problems and challenges faced by unemployed rural women at Shoromong village as addressed by the headman from time to time in their headkraal. The data collected from the Social worker represented the reports from unemployed rural women in Shoromong village and enabled me to get their feelings and attitude of the topic under investigation. Lastly, my observation on phase five enabled me to experience the living conditions of unemployed rural women in Shoromong village. I made use of variables as outlined in my theoretical framework.

The data collected from open-ended interviews and unstructured interviews has been summarized thematically then analysed according Leedy and Ormrod (2005). Common themes on women's problems and challenges are identified. I identified statements that relate to problems and challenges faced by unemployed rural women in Shoromong village. Then group statements into categories that reflect the various problems and challenges faced. I considered various ways in which different people are in different problems and challenges. I used various meanings identified to develop an overall description as the participants have experienced their problems and challenges then analysed using the data matrix (Miles and Huberman, 1994).

When analyzing the content, I have identified coherent and important themes, and patterns in data. I have also looked for quotations or observations that go together. I pulled together all data related to a particular issue, and then subdivide that data into coherent categories, patterns and themes. In analysing data, I also relied on variables in the theoretical framework.



The last step in qualitative data analysis is for the researcher to write what one had heard, read, observed and now create the harmonic sound of data coming together to make sense of the phenomenon under study.

Table 1: The following is an example of data matrix used in this study

VARIABLES	UNEMPLOYED WOMEN	UNEMPLOYED WOMEN'S MOTHERS	HEADMAN	SOCIAL WORKER
Age				
Period of unemployment				
Family size				
Number of schools				
Existence of public services				
Availability of projects				
Respect and dignity				
Educational levels				
Skills training				
Financial support				
Subsistence farming				
Availability of land				
Products produced				
Access to information				
Abuses				
Illegal activities				
Problems and challenges				
Solutions to problems and challenges				
Family income				
Views about unemployed women's status				
Existence of Public Adult Learning Centre				
Governmental support				

Odd jobs				
Grants reception				
Reasons for not working				
Infrastructure development				
Women role modelling				
Living conditions				
Food parcels				
Recruitment of work				
Drop-out rate				
Unemployed period				
Information channels				

### 3.5 Delimitations of the study

This study is limited to unemployed rural women in Shoromong village. It would be a good idea to extend my study to other rural villages in Limpopo but due to constraints pertaining to time and funds, it will not be possible. There is a huge concentration of unemployed rural women in Shoromong village.

According to Statistics South Africa (2001) the number of unemployed rural women in Mopani district is 19451. They'll also impact negatively on growth of the economy of South Africa as a whole. Being unemployed as mothers in a family affect their children negatively. Their children are to grow up under unpleasant conditions. The researcher shall be very careful of over generalization because problems and challenges of unemployed women could differ from one area to another.

### 3.6 Ethical Considerations

The standard of data collection techniques of interviewing in qualitative research, presents their own ethical dilemmas. As Stake (1994) observe: "qualitative researchers are guests in the private space of the world". Their manners should be good and their code of ethics strict. I respect the

privacy and confidentiality of the participants. Consent and permission was asked from all participants and the information they gave would be for the purpose of this study. I also asked permission to take photographs for the purpose of this study only hence permission letters granted. Real names of participants would not be divulged. I guarded against excluding information contradicting to my personal views. I also avoided being subjective and biasness

### **3.7 Conclusion**

In this chapter I focused on the research methodology and the design of this study. The qualitative research method was employed because of the nature of this study. I have used individual and group interviews as data collecting strategies. Reasons for choosing these data collection strategies were highlighted. Data gathered and captured was interpreted and analysed in the next chapter, which is chapter 4.

## **CHAPTER 4: FINDINGS AND ANALYSIS**

### **4.1 Introduction**

The previous chapter dealt with various methods of data collection. Data was collected by means of group interviews and one on one interview. This chapter outlines the empirical findings of the study. It gives account of problems and challenges faced by unemployed women in Shoromong village. In this chapter I will outline in detail the geographic location, characteristics of Shoromong village, groupings of people and views of the participants as interviewed following the assumptions outlined. I will also conclude by outlining the findings of the observations as supported by the pictures taken during the observation session.

The data collected through interviews will be analysed in this chapter. It also intends to provide answers to the following research questions as outlined in chapter one.

The main research question is as follows:

- What are the problems and challenges faced by unemployed rural women in Shoromong village?

The following sub-questions were asked:

- What Adult Basic Education and Training (ABET) programmes are available in Shoromong village?
- What are the characteristics of the unemployed rural women in Shoromong village?
- What are the possibilities of addressing problems and challenges faced by unemployed rural women in Shoromong?
- What is the educational level of the unemployed rural women in Shoromong?
- How can literacy lead to empowerment and development of unemployed rural women in Shoromong?

### **4.2 Shoromong Village**

#### **4.2.1 Introduction of the Village**

Shoromong village is a rural and unstructured settlement found in Limpopo province under the Greater Tzaneen Municipality. The village is made up of approximately 250 households. It is under the leadership of the 'headman' Manjoro.

#### **4.2.2 Geographic Location**

Shoromong village is found in Limpopo province of South Africa. This village is located under the Greater Tzaneen Municipality. It is situated approximately 35 km's outside Tzaneen town in

the eastern part of it. This village shares borders with Makhwibidung, Zakhaya and Mogapeng villages.

#### **4.2.3 Characteristics of Shoromong Village**

The village is rural in nature. It is surrounded by mountains and two rivers passing by. Shoromong does not have basic services like water, sanitation, roads, educational and health facilities. It is of now that they received electricity. To get water the community members draw from the two rivers passing by. No schools at all. They make use of neighbouring schools to attain education. No clinic in the village. They make use of neighbouring clinics and hospital. The conditions of roads are horrible. There is only one small shop in the village which is not able to provide for all the needs of the people. To get other goods they had to go to neighbouring places to do their shopping.

The design of the village is irregular. No specific pattern was followed to give people sites. No streetlights. It is dark during the night since not all households electrified their homes. Public transport does not enter the village at all due to bad road conditions. To transit villagers have to walk to neighbouring villages to get transport. Coming back it also means walking long distance sometimes carrying luggage or groceries.

Illiteracy in Shoromong is high. The village is characterised by high drop –out rate due to lack of schools in the village. Poverty is also high. Most of the adults are not working. Lack of public transport and education in the village also contributed to high unemployment rate. According to Welber (2002), education and training must help people acquire competencies and skills. For those having the opportunity to work, the burden of dependency is high. It means that income-earning person supports an average of almost five other people (Statistics SA, 2001). Due to lack of job opportunities in rural areas, most unemployed believe that they will never find a job (Ngobeni, 2006).

#### **4.2.4 Groupings of People**

The village comprise of Sepedi speaking people. Only one ethnic group of people is found here. Most men and women are home due to lack of job opportunities. Drop out teenagers are also seen in the village during the day. Little children who are supposed to be attending creche's are also home due to lack of such facilities.

### **4.3 Critical factors**

At first I was able to get a discussion of five critical factors in chapter 2. In this chapter I will add abuses, lack of access of information and engagement in illegal activities as other critical factors

### **4.3.1 Loss of respect and dignity**

I found out that all the four interviewees indicated that the unemployed status affects the women negatively. They also agreed that there is lack of respect and dignity from the unemployed women's relatives and the community. The unemployed women are the only respondents who did not indicate lack of respect from their children. The Social worker even mentioned that:

*“You will be shocked in the manner  
in which the children communicate  
with their mothers”*

The social worker mentioned the above statement when indicating the loss of respect and dignity by unemployed women from their children. Sometimes the social worker is solving family problems where children of the unemployed women are involved. In their deliberations he is able to notice lack of respect by children of the unemployed women to their mothers. Their dignity is humiliated and put to shame by their own children.

The Social worker said that the unemployed women lack self-respect while their mother's said they have self-pity. The unemployed women mentioned that they are treated with respect by their spouses/husbands while their mothers, “Induna” and the social worker reported lack of respect by their spouses/ husbands. The Induna highlighted that:

*“When men are brought up in the “kraal” to  
solve problems you can read that they  
disrespect their children and wives  
by the way they talk to them”*

The Induna mentioned the above statement to indicate that men disrespect their wives and their children. Her statement is based on how the husbands mistreat their wives and children. Some of the husbands even though they are working they do not provide for their families. Such cases of men not providing for their families are reported to the induna to resolve in the ‘kgoro’

### **4.3.2 Financial constraints**

I discovered that all the four interviewees stated that the unemployed women and their families depend on government social grants as their main source of income. They also agreed that some unemployed women are selling some vegetables and also do some odd jobs to supplement the grants. They also reported that they use to receive food parcels but no more. The unemployed women's mothers are the only ones who said that they usually help their daughters and their families financially. One Mother said the following:

*“They will remain our dependents  
until we die”*

She mentioned the above statement to indicate that their daughters who are married and unemployed mostly come back to them for assistance in terms of food. The Social worker said that the unemployed women sometimes report their spouses/husband for not contributing financially to the upbringing of their children. The ‘Induna’ supported the Social worker by saying that:

*“Being unable to fend for themselves,  
families go for days without food”.*

The ‘induna’ said the above statement indicating that the unemployed women in confidence to her as the mother of the community disclosed that they at times go for days without food. Their unemployed status doesn’t allow them to fend for themselves and their families.

The unemployed women also reported that their spouses/husbands are also unemployed and do odd jobs to get some money.

#### **4.3.3 Lack of education and skills**

I discovered that the education level of the unemployed women is low while their mothers most of them was never in a classroom. There is no skill training that the unemployed women went through. I also realized that of the interviewed women, only one was attending ABET classes in the neighbouring village. All the interviewees said that there are no schools; ABET classes and Crèche in Shoromong. The unemployed woman’s mother said the following:

*“Lack of schools in our village has  
killed our future and our children”*

The above mentioned statement is said to stress the damage caused by lack of schools in the village. Lack of schools in the village affected the unemployed women’s mothers, the unemployed women and is still affecting their children. During the time of doing observations I also witnessed children walking in groups from neighbouring schools. Some walk 8 kilometers return while others walk 14 kilometers return from school every day. Looking at their ages and considering various weather conditions, they will not afford the walking and will end up dropping out of schools.

The interviewees agree on the matter that education can pave better ways for people. One unemployed woman said the following:

*“The educated live better lives  
because of their qualifications”*

She mentioned the above statement affirming that education is the way to success. She also highlighted the need for their village to have schools like other neighbouring schools. They also agreed on the number of the uneducated women outweighing the educated in their village. They lack female role models. The “induna” mentioned the existence of only one female primary teacher in the whole village. The unemployed women complained of long distances they had to travel to neighbouring villages to get to schools. At times they did not reach schools by playing on the way. One unemployed woman said the following:

*“During winter months we use  
to do fire on the way to school  
and spend our day enjoying warmth  
and gossips”*

She mentioned the above statement to highlight that there were distractions on their way to schools. Since the schools were a distance from their homes and parents could not see what they at times do on their way to school. Children remaining children, they enjoy playing on their way to school and sometimes not even reach their destination.

#### **4.3.4 Poor living conditions**

The four interviewees agreed that the people of Shoromong live under poor conditions. Poor houses, overcrowded, no proper roads, no running water, no clinic and schools. The following extracts will support the above statement:

The headman said the following:

*“Our roads are horrible”*

She mentioned the above statement to highlight the condition of their roads. Public transport cannot access the village due to roads conditions. The living conditions of the unemployed women are unacceptable.

The unemployed women said the following:



*“We are four in a one roomed house.  
It serves as a bedroom, kitchen  
and a bathroom”*

The unemployed women said the above statement to highlight their living conditions at home. Only one roomed house serves all functions. The health standards cannot recommend that. The privacy of the adults in the home is infringed. Due to poor road conditions, when villagers are sick or need police they are not able to get help quickly.

The unemployed women’s mother said the following:

*“You can really die while waiting for  
an ambulance or police”*

She said the above statement to stress the predicament they are into. The ambulance services and the police are not able to function properly in the village due to poor living conditions. Public transport is not able to access the village due to poor roads. The village has only one project and cannot accommodate all the women for job opportunities. Their poor living conditions and lack of infrastructure affects them negatively. They are unable to commute to other places from their village due to lack of roads and public transport. On daily basis, the unemployed women are engaged in activities such as fetching water, wood, cleaning, cooking and doing laundry. In the whole village, there is only one small shop that serves the whole place. It might mean that consumers are exploited since they have no choice and not all their wants can be satisfied by the only small shop.

#### **4.3.5 Abuses**

The unemployed women indicated that they are abused by their relatives and members of the community. They did not mention of abuse by their spouse/husbands but the other three interviewees mentioned abuse of unemployed women by their spouse/husband, relatives and the community. The “induna” highlighted that:

*“So, I usually preside on fighting cases for  
money between the unemployed husbands and  
their wives”*

She said the above mentioned statement to indicate that the unemployed women usually report cases of physical abuse and verbal abuse. Husbands at times fight their wives when asked for provisions of their children.

The unemployed women's mother said the following:

*“Our daughters are fought when trying to demand the needs of the children from their fathers”*

She mentioned the above statement to explain the causes of fights in their families. When the unemployed women present the needs of their children to the husbands, it sparks some fights and quarrels. Because of their poor living condition, the unemployed women and their girl children are vulnerable to some abuses

The social worker said the following:

*“Men in the community take sexual advantage of unemployed women and their girl children”*

He said the above mentioned statement to indicate that the poor living conditions of being in lack makes one to be vulnerable. Working men take advantage of unemployed women and their girl children. They promise them a better life and at times they do not fulfill their promises.

#### **4.3.6 Lack of subsistence farming skills and resources**

I have discovered that the unemployed women though they practice subsistence farming they do not have farming skills. They grow plants like maize, ground nuts, sugar cane and vegetables. The four interviewees highlighted lack of skills and resources like water. One unemployed women said the following:

*“Even when you want to produce green vegetables, how will you go about watering?”*

She said the above mentioned statement to emphasise shortage of water in the village. They get water from the two rivers crossing their village. It is tiresome for them to fetch water from the river on their heads to water vegetables. They acknowledged that products from their fields help them a lot. Other unemployed women indicated that:

*“It is a strenuous exercise but vegetables relief us of shortage of food”*

She mentioned the above statement to emphasise the strain and hardship they undergo to practice subsistence farming. They sometimes fetch water on their heads every morning and afternoon to water vegetables. At other times they plant vegetables near the river banks and end up eaten by

livestock. They also lack resources like fence to protect their crops. The above mentioned statement also indicates the importance and the relief that vegetables brings into the family. They alleviate poverty by planting vegetable gardens even though it has its own challenges.

#### **4.3.7 Lack of access to information**

I have discovered that due to their previous lack of electricity, all the interviewees did not have television sets. The village just received electricity two months ago. Few households who can afford to buy batteries have radio sets. The four interviewees agreed that newspapers and magazines are not bought and read by unemployed women. Some unemployed women said the following:

*“We use old newspapers to prepare fire”  
“I cannot buy books while I lack food”*

The above mentioned statement is said to indicate priority of securing food before any other thing. The unemployed women affirm to not buying newspapers due to lack. They use old newspapers to prepare fire. They struggle to have food, what more to buy newspapers and books. I also discovered that all interviewees agreed that the unemployed women do not have access to internet and computers. The unemployed woman’s mother highlighted:

*“ I do not want to lie about the internet  
because I do not know what kind of an  
animal is that one”*

The above mentioned statement is said to indicate that there is lack of internet knowledge. Lack of education contributes to poor internet usage.

The social worker also adds up to say:

*“Computers and internet are abstract to them”*

He said the above statement to indicate that the unemployed women of Shoromong village do not know of technological concepts like internet and computers. Their environment and living conditions do not give them opportunities to access computers. Lack of schools and ABET classes deny them of access to information. Few unemployed women have cell phones. The interviewees also agreed that the unemployed women rely on word of mouth from people they know to tell them of existing job vacancies. The unemployed women answered that:

*“We ask relatives and friends to tell us of job opportunities”*

The above mentioned statement means the unemployed women depend on their friends and relatives for job referrals. Since they cannot access and afford to buy newspapers, they cannot access posts advertised in the newspapers or in the internet.

#### **4.3.8 Engage in illegal activities**

I discovered that the four interviewees agreed on playing of cards, “mochina”, and selling of alcohol in their households. One unemployed woman said the following::

*“I am raising funds through selling beer”*

The above mentioned statement is said to affirm taking part in illegal activities. Under observations, there is a photo of people drinking beers in a shebeen. Since the unemployed are not working, they are selling beers to raise an income.

The “induna” said:

*“mochina women do not get tired of walking the whole day”*

The above mentioned is said to attest to the unemployed women to be playing ‘mochina’ game. The game is played three times a day, that is, morning, midday and afternoon. So they attend to it all those time with a hope to get money from the draws. The unemployed women and their mothers did not mention prostitution and selling of dagga. The “induna” mentioned that there are allegations of selling of dagga and prostitution in the village. The social worker also mentioned that there are allegations of the selling and growing of dagga in the village.

#### 4.4 Observations

*FIGURE 1: Two photos showing the condition of houses the unemployed rural women of Shoromong stays in with their families.*





*FIGURE 2: A photo showing the type of food and clothes unemployed rural women of Shoromong and their families eat and wear*



*FIGURE 3: A photo showing a river where the community of Shoromong gets their everyday water use.*





*FIGURE 4: A photo showing unsafe water reservoir that provides water to the project and the tap to the community.*



*FIGURE 5: A photo showing the only tap in the village of Shoromong supplied by the Project owner to the villagers.*



*FIGURE 6: A photo showing roads in a poor condition.*



*FIGURE 7: A photo showing condition of clothes of children of unemployed women*



*FIGURE 8: A photo showing subsistence maize crops in the yard.*



*FIGURE 9: A photo showing villagers drinking beers in a shebeen.*



## **4.4 Observation**

I made observations on case of my study. This is the report of observations based on the conditions of unemployed women in Shoromong village. The following were the issues for observations, namely:

### **4.4.1 Houses in which Unemployed women and their families stay in**

Most houses of the unemployed women in Shoromong are of poor conditions. Some are built of mud while others are made of plastics, corrugated zinc and planks. The windows and doors are also self-made and not of quality. Some do not have proper window panes. They are made of card boxes instead of window panes. I also saw a door which was short at the top and at the bottom. Anything can enter at the bottom or at the top even when the door is closed. During stormy and rainy days I could not comprehend what happens. I also observed the presence of only one small unit of a house in a yard. That meant that all family members are sharing that house. In some of the households they also have RDP houses supplementing their dilapidated houses. The houses in which they cook using fire wood are having black walls from the smoke. Their conditions are not good that food can be prepared in them looking at health factors.

### **4.4.2 Type of Food they eat**

The unemployed rural women of Shoromong village and their families eat porridge as their stable food. They manually process their maize into "mielie meal." They also eat 'morogo' from their fields or gardens. They also buy some vegetables like cabbages, beans, tomatoes and spinach from the local project. They sometimes buy chickens from the project mostly after receiving their grants.

### **4.4.3 The Clothes they wear**

The clothes they wear with their families are not in a good condition. Some looks smaller while others are having holes. The unemployed women put on loose materials which are cultural to most women around their area. Those materials are thin to indicate that they have been used over a long period and washed again and again. Looking at the picture showing clothes they wear, one can see holes on the boy's trouser. Their clothes are also dirty to be worn that very day. Lack resources like water and washing soaps could be the contributing factors.

### **4.4.4 Where they get water**

The whole community depends 100% on water from the rivers passing in their village. Even the water they get from the only tap offered by the project owner is directly from the rivers. The

water is drawn by pipes from the rivers into the open dams built by the project owner. Looking into these two small dams, I could see the dirt lying low on the dam walls. It is clear that the water is not hygienically clean. The water could have been used for irrigation only not for drinking and household use. By the river I found women washing their laundries there meaning soap water is mixing with the water in the river and end up being used by people again. The livestock are also drinking from the same rivers including monkeys from the mountains.

#### **4.4.5 Where they get wood**

The village is surrounded by mountains. On the mountains it is where they fetch their wood. The village is not flat. So, women carry loads of wood on their heads and walk up and down the slopes. The village just received electricity recently, so they have not as yet bought electrical appliances.

#### **4.4.6 Roads conditions**

The roads in the village are not in a good condition. They are rocky and steeply and when it rained they are slippery. Not every kind of car can travel on those roads. Looking at them you can see that the roads take a long period before a car can use them. When I visited the village for observation it was on a Saturday morning. I had an opportunity to come across mourners going to the cemetery. The Hearse was left somewhere and the men were carrying a coffin on their shoulders to the graveyard since the car could not make it. I think very few people own cars in the village. Looking at their roads it seems a car pass after a very long time even grass is closing them up.

### **4.5 Conclusion**

In this chapter I have discussed the results of the investigation, which aimed at finding the problems and challenges faced by unemployed rural women. I have also supported my observations by photographs taken in Shoromong village to show the living conditions there. The data collected was analysed and findings were discussed. The next chapter will present the conclusion from the findings and then recommendations be made.



# **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS AND REFLECTIONS OF THE STUDY**

## **5.1 Introduction**

In this chapter 5, I will present the conclusion and recommendations of this study. In the previous chapters I have attempted to provide answers to the research questions of this study. From the data collected in the different phases of this study, it can be concluded that assumptions suggested in the previous chapters contribute to the problems and challenges faced by unemployed women in Shoromong village.

The results of this study could have a positive contribution to the lives of unemployed rural women in Limpopo. However, conditions differ from area to area.

## **5.2 Conclusion**

### **5.2.1 Loss of respect and dignity**

The unemployed women complaint of lack of respect from their relatives and community members even though the social worker, their mothers and the “Induna” highlighted lack of respect from their children and spouse/husband. I therefore conclude that the unemployed women lack respect from their relatives, communities, children and their spouse/husband. The unemployed women might be covering for their children and spouse/husband. They may not have mentioned them because of the group interview that was conducted. Since they are from the same village and they know each other and their families. The unemployed women might have treated the information with confidentiality but the other interviewee divulged it.

It was also mentioned that the unemployed women have self- pity and lack self-respect. Such characteristics might be the results of unemployed status. According to Kaufman (1992), a sense of failure to get jobs lead to a feeling of lack of confidence and low self- esteem.

### **5.2.2 Financial constraints**

The unemployed women bear directly the sufferings and burdens caused by unemployment. Like others, they have needs like food, clothing and housing. They cannot afford this need because of their unemployment status (Le, 2003). I discovered that the unemployed women depend on government grants as a source of income. They also do odd jobs to supplement grants. I also discovered that the unemployed women with spouse/husband are also not working

and depend on grants and odd jobs. The money received from grants is not enough to cater for the needs of the family. That is the reason that unemployed women's mothers are always asked money to relief their daughters of their needs. One unemployed women stated:

*“There is nothing as hurtful as like being unable to  
give your child what is necessary”.*

The families of unemployed women sometimes go for days without food. Even when they are with food, no balanced diet is followed. They eat just to take hunger away. One unemployed women's mother remarked:

*“As long as their tummies are full”*

Financial constraints have hardships and can bring inflict and conflict with love ones (Broman, Hamilton & Hoffman, 2001). Now that they have electricity, they can create job opportunities for themselves and not only wait for the government to provide for them. Shoromong has only one small shop that does not sell all required goods. They should take that as an opportunity for them to start some businesses.

### **5.2.3 Lack of education and skills**

Shoromong village has no schools and no ABET classes. The unemployed women lack skills and have low educational levels. This characteristic contributes negatively to their chance of getting job opportunities. According to Mandela in McKay (2002), education is the great engine of personal development, and exclusion from it deprives people of the skills necessary to help themselves and undermines poor household's economic productive capacities. The unemployed women of Shoromong could not fit into the labour market due to lack of education and skills. Lack of schools in the village has affected these women negatively. Walking long distances like 8 and 14 kilometers every day to school is not conducive for the learning process to take place. The long distances and river crossings hampered the unemployed women to learn. Talking about problems that affected their learning process, one unemployed woman answered:

*“We were expected to walk bare footed long distances  
in an empty stomach and to learn.”*

The other one added:

*“It is not practical”*

The above mentioned statement is said to stress the hardships that the unemployed women underwent to attend schools from neighbouring villages. Conditions in the village are not conducive for one to be educated.

#### **5.2.4 Poor living conditions**

Living conditions in Shoromong village are poor. No sanitation, running water, clinics, schools, roads and adequate housing. Their poor living conditions affect them negatively. They live under such unpleasant conditions due to their unemployed status. There is only one small shop in the village which cannot cater for all their needs. According to Kaufman,(1992), the unemployed rural women may suffer from symptoms of headaches, insomnia, loss of appetite, weight loss, fatigue, dizziness and indigestion. Giddens (2001) indicated that illiteracy is linked to poverty, ill health and high infant mortality. The unemployed women reported to be experiencing certain diseases that might be brought up by their unemployed status. One unemployed women said:

*“We are diagnosed of high blood pressures  
and sugar diabetes. Who knows it might be  
caused by our unemployed status?”*

The unemployed women believe that their solution to the problem is if the government can provide services like water, roads, schools and health services. I also believe that if such services can be provided to the village it can open up opportunities to the unemployed women. Water is a basic need that without, one cannot survive. Water from the river where stock animals and monkeys are also using can bring diseases to the people. Laundries are also done in the same river meaning people are drinking soapy water which can affect their health negatively. Lack of health facilities may causes people to live ignorant lives and spread diseases or be killed

by diseases which can be controlled and stopped. Since they are unemployed, they cannot also afford money to consult private Doctors. The unemployed women cannot afford the economic costs of sicknesses and they are vulnerable to malnutrition, high birth and death rates (Giddens, 2001). It all means their unemployed status can cost them and their families their life. The GTM should also exercise its roles and responsibilities- of providing services to the people of its jurisdiction. Such services are of communal consumption and cannot be provided by individuals but by the local municipality.

### **5.2.5 Abuses**

According to Matthews (2004), Economic reasons cause women to stay in abusive reasons. In the case of unemployed women, they might remain in an abusive relationship with the thought of prioritizing children to get food from the abusive father. The unemployed women when interviewed about abuse from their spouse/husband, they all answered that they are not abused by them. But the “Induna, social worker and their mothers indicated abuses from their spouse/husband and even from their children. I conclude it by saying that they might be undergoing some abuses from their spouse/husband but they do not want to go public about it. According to Weiss (2000), some rural women are raised to believe that their husbands or male partners are in charge and so are hesitant to report abuse. Weiss (2002) further describes a woman where the spouse/husband would physically abuse her out of the blue. In the course of his apologies, he would also twist the incident around until she believed it was somehow her fault, subtly conveying that she had pushed his buttons until he had no choice but to explode.

The abused unemployed women should not keep such abuses to themselves. They should speak out to stop it happening to the next person. The social worker even indicated that men might be taking advantage of unemployed women and their girl children by impregnating them and lastly not takes responsibility of their actions. So, if they keep it a secret and do not report it, they are risking their lives and of their girl children. The unemployed women’s children do also abuse their mothers emotionally – by not doing thing according to how their mothers want. The social worker highlighted that:

*“When children, especially boys are  
arrested for wrong doing it affects*

*their mothers emotionally”*

Their children also abuse their mothers verbally like when demanding things that their mother's cannot provide for since they cannot not afford them.

#### **5.2.6 Lack of subsistence farming skills and resources**

All the four interviewees agreed that subsistence farming has a relief to the unemployed women and their families in terms of food provisioning. But most unemployed rural women lack subsistence farming skills. As a result their activities are low yielding (Ashley & Maxwell, 2001) as quoted by Vink and D'Haese (2003).

The unemployed women get food to support their families from subsistence crops. If their subsistence farming skills can be improved they can acquire more than they acquire now. They will be in the know of different methods of cultivating and which crops to grow when and how. They will be able to control insects if their plants are affected. Even though they lack enough land to plant on, they can yield more from the same size of land through the knowledge of subsistence farming skills. ABET programmes should assist the unemployed women to improve on their farming skills. Their productivity can increase for the better.

The unemployed women also lack resources like equipment to use and water for irrigation. The project owner is a good example of improvisation that one can do to improve his or her farming. The project owner has drowned water from the river using pipes into the two self built dam to irrigate his plants. He even provided a tap to the community to use. Unfortunately because of lack of water, they use the water to drink and for household chores while was meant for irrigation. It requires creativity from the side of unemployed women. The more they produce they can move from subsistence farming to commercial farming. The more they expand they can get loans from small business enterprise agencies and start to buy equipment. By so doing they will be creating job opportunities for themselves and others.

#### **5.2.7 Lack of Access to information.**

Poor rural unemployed women cannot access information channels to know of vacancies available in the labour market. Shoromong village has got no telephones, internet shops, newspaper and magazines shop. To get such it need you to travel to the shopping centre which is

a bit far considering walking 4kilometers first before you access public transport. Lack of education also stood as a barrier for unemployed women to use computers and access internet.

It becomes difficult without access to information to get vacancies available in the market. I also conclude lack of education as the barrier to access technology. But people can be trained how to use computers no matter what their level of education is. ABET classes can offer computer skills to the unemployed women. They will learn from ABET classes how to read and write which will enable them to read vacancies from the newspapers. Depending on mouth referrals from people who are working is not enough. Lack of electricity before, has also contributed too many household to be without television sets and radio. Through such devices they can get information about job vacancies if advertised.

### **5.2.8 Engage in illegal activities**

Due to daily financial constraints, some unemployed women engage themselves in illegal activities to get money. Some are engaging themselves in playing cards, “mochina”, and selling alcohol in their houses. It is also alleged that some unemployed women might be selling dagga and some might be engaging in prostitution.

I therefore, conclude that, since they are engaged in some illegal activities, it is possible that they might be engaged in all. Even the way, in which they continue to live under poor conditions of the village, it is like it favours them otherwise. They are sure that police do not frequent their place due to poor roads. Looking at their roads you can tell that it takes a long time before a car can use them. Vegetation is growing or closing up the roads. The unemployed women should raise money in a legitimate way.

## **5.3 Recommendations**

### **5.3.1 Loss of respect and dignity**

I recommend that irrespective of the status of any person, all people deserve to be respected and treated with dignity just because they are human beings. Treatment of respect and dignity should not be aligned to the social status of a person. The unemployed women should be respected

irrespective of their unemployed status. Children, spouse/husband, relatives and the community members should respect unemployed women. The unemployed should also know that respect is earned. The way they conduct themselves on day to day should command respect from other people. The unemployed women should not have self-pity or look down on themselves. They should engage themselves on how they can make a contribution or add value to their lives for them to make a difference in their communities

### **5.3.2 Financial constraints**

The unemployed status of these women causes them to experience financial constraints. I, therefore recommend that, they should start small businesses for themselves to raise some funds. Their village has only one small shop that cannot address all their needs, they should take that as an opportunity to supply things that the shop does not provide. They can approach small business funding agencies to get loans for money to start small businesses. Now that they have electricity, they can sell some items from home and make a living out of that. For example they can sell goods like ice, cool drinks and even meat pieces. The unemployed should learn to create job opportunities for themselves and not to wait for the government to bring job opportunities to them.

### **5.3.3 Lack of education and skills**

According to Mc Kay (2002), education is the great engine of personal development, and exclusion from it deprives people of the skills necessary to help others, undermines poor household's economic productive capacities. So, with lack of schools and education centers in Shoromong, learning is impossible. I therefore recommend that the department of education should take its rightful place and provide education through schools to the community of Shoromong. The need for provision of schools is long overdue. If possible and urgently so, let prefab classes be provided to the village to seize the long walks by young children to schools in neighboring villages. The department of education should provide ABET programmes to those who did not have the opportunity to attend schools. ABET programmes will give them life skills that will enable them to succeed in life. Skills will be acquired that will enable them to start their own businesses. According to Oxford (2004), the starting point is to help rural communities discover that they have skills within themselves in spite of their illiteracy and poverty. He

further adds that rural communities utilize indigenous knowledge for their own survival, because poor people really do have survival skills. Crèches or pre-schools should be available for children to enable their mothers to work during the day. The village should be targeted for education and training. It will improve their quality of life and help with economic growth in their community. The government should ultimately build better facilities of education because they need them desperately.

#### **5.3.4 Poor living conditions**

The Municipal System Act No 32 of 2000 chapter 8 Section 73 states that a municipality must give effect to the provision of the constitution and (a) give priority to the basic needs of the local community and (b) promote the development of the local community and ensure that all members of the local community have access to at least the 50 minimum level of basic municipal services, section 151 of the Constitution of the Republic of South Africa Act of 108 of 1996. With the poor living conditions of unemployed women of Shoromong, I recommend that, The local municipality of GTM should provide basic services like water, roads, clinics, houses and infrastructure to their communities. Small children are crossing in the river without a bridge and that is life threatening. Streetlights should be provided to enable other services like Ambulances to locate where they are going in the night since their streets are not named. Proper roads will open up opportunities for people in this village. Buses and public transport like taxis will access the village and allow people to commute to different work places. All households that need houses should be provided with RDP houses.

#### **5.3.5 Abuses**

I recommend that any person abused in any way, should report the perpetrator to the law. The unemployed women should report abuses if taking place. They should not keep it to themselves or have a feeling that they deserve it in any way like how Weiss (2000) describes a woman whose husband would physically abuse her seemingly out of the blue. In the course of his apologies, he would also twist the incident around until she believed it was somehow her fault, subtly conveying that she had pushed his buttons down until he had no choice but to explode. I also recommend that the community be educated on matters of concern to them like abuses. They



should know their rights, responsibilities and their limits. By so doing they will be protected and protect their children too.

### **5.3.6 Lack of farming skills and resources**

The interviewees all agreed on the fact that subsistence crops provide food relief to these families of unemployed women. I therefore recommend that training on farming skills should be provided to improve their production and knowledge. The department of Agriculture should develop an interest of assisting poor communities with the aim of developing them. I further recommend that through the intervention of the department of Agriculture, subsistence farmers be developed up to being commercial farmers. The more their output, not all can be consumed by their families only, the rest be sold to the public. With time they will sell in local markets until they become exporters and contribute to the economic growth of the country.

### **5.3.7 Lack of access to information**

According to Shilubane (2007), It is estimated that about two third of the world's population are living in rural areas. In addition to the low standard of living, poor education and infrastructure, these people often lack even access to communication and information channels. I therefore, recommend to these unemployed women that they should read newspapers and magazines to update them of things happening around them. They can also learn from the successes of other people from the newspapers or magazines. They should not only depend on mouth referrals but check for vacancies available on the newspapers. There is a section in the newspaper that gives information about jobs like domestic helpers. They should also have cell phones in case there is a need to be contacted. Trough ABET programmes they should be taught such skills. They should also learn how to operate computers since most shops nowadays make use of them as tills.

### **5.3.8 Engage in illegal activities**

Lundahl & Peterson (2004) argue that unemployment is clearly associated with poverty. People have different degrees of moral objectives to engaging in crime, but all things being equal, the proportion of criminals in the population is likely to increase when labour market conditions

worsen. Weiss (2000) also states that crime usually increases as unemployed people try to survive without an income. Despite the above statements, we all know that crime does not pay. The unemployed should strive to acquire wealth and resources in a legitimate way. For those engaged in gambling hobbies should strive to withdraw if not possible they should ask for assistance from professionals.

#### **5.4 Recommendations for study**

I have conducted research on the problems and challenges faced by unemployed rural women in Shoromong village. I have tried to cover many problems and challenges of unemployed rural women in this study. But I still feel there are some areas that emanated from my interaction with interviewee which I seriously feel need to be researched. There is a need to do research on the social exclusion of Shoromong village in terms of basic needs. The research will give more insight to factors that contribute to the basic need exclusion of this village.

There is also a need to do a more comprehensive research study about abuses faced by unemployed rural women. The study can give a detailed insight about types of abuses experienced by unemployed women and their causes. There is still a need to do research study on contributions of government grants to the livelihood of unemployed women and their families. From this study one can see how much government grants contribute to the lives of many households. Therefore, the issue of grant contribution need to be detailed and it be known.

There is also a need to do research study on the effects of poor living conditions on the lives of the unemployed women. Lastly, the research study could be on towards the improvement of the lives of people through subsistence farming.

## **5.5 Reflections**

### **5.5.1 The research proposal**

At the beginning of writing my research proposal, it was a bit tough. I was repeatedly referred back to re-write. Thanks for the assistance and patience of my Supervisor. My research proposal improved from one level to the other until it passed through. A well-defined proposal made it easy for me to complete this project since it acted like a road map to me.

### **5.5.2 Research experiences**

During my initial stage of writing the research proposal, I went through three Supervisors. My first supervisor had to leave the institution due to better job opportunities elsewhere. I was then allocated my second supervisor. For more than eight months, there was no progress with her. I have since submitted my proposal and never got a single feedback from her to date. Frequently I would enquire for a feedback but all in vain. I ended up writing a submission to the head of department who allocated me to the third supervisor who helped me through with my research project. Such delays from the supervisors can sometimes discourage the researcher to continue with the project. I therefore plead with supervisors to be there for their researchers and be the ones to encourage not discourage.

It was also not easy for me in terms of time management during my research project. I did my research while at work. It was not easy to divide time as a deputy principal, mother, wife and researcher at the same time. I can advise that one should take a study leave to have ample time to do research work. The work load was reduced by the fact that I did my research project at the same time with my other two friends. We were fortunately supervised by one Supervisor. In that same spirit we could assist each other and proof read our work before any submission. That team work and team spirit eased the work load.

I would also like to appreciate the technological world in which we live. If it was the period in which one had to physically move from one place to another to look for references, it was going to be very hard. Through internet, most references were easily accessed and more resources were saved.

### **5.5.3 About the fieldwork**

It was not easy for me to organize a meeting with unemployed women and their mothers. Most of them did not have contact numbers. Through the help and cooperation of the Induna, it was possible. She had to go from house to house in two instances to organize them for me. We also had a challenge for venue since there are no schools or halls in the village. The venue was a soccer field under a tree. The soccer field was not well kept. The grass was tall we had to pave way to sit there. The Induna brought two chairs for me and her and the respondents were seated on the ground. Some respondents did not honour the time for interview we had to wait until the Induna went for them and ultimately the session took place. As the interview unfolds some respondents were seated under the sun.

## **5.6 Conclusion**

In conclusion, it is generally accepted that among South Africa's socio-economic problems faced by women in rural areas, unemployment is one of the most serious one. These women seem hopeless because of their position in society and the environment in which they found themselves. Many citizens do not have access to proper education, healthcare and clean water. The people in this situation are known as the economically marginalized. They are almost ignored by the economy and find it difficult to participate in economic decisions and activities.

According to Daniels (2001), the majority of rural women are concentrated in agricultural labour, domestic work and the informal sector. In South Africa, women constitute the bulk of poverty victims. Unemployment among men fluctuates around average of 45% while women experience an unemployment rate of 62%. Poor rural women have been brutalized by the patriarchal system (Mbeki, 2006).

According to Shilubane (2007), unemployment links with poverty, illiteracy and gender. Unemployment has to be addressed and corrective measures be implemented. Women who are poor, unemployed and with no opportunities for acquiring jobs, literacy and other benefits in life; can be engaged in literacy programmes that will serve as an avenue towards enlightenment. The unemployed women of Shoromong village should be granted an opportunity to learn basic skills

from ABET programmes. Even though lack of schools in their village deprived them of learning while still of school age, ABET programmes can still close the gap of illiteracy. ABET programmes can release these women from a sense of personal inferiority, relationship dependency and subservience and allocate a new status and potential. The GTM also have a task to improve the living conditions of people in Shoromong village. Their right to basic needs is not addressed. There should be provision of clean water, education facilities and roads be of good conditions, Public transport can reach the village if roads are made. The accessibility of transport will enable labour to be mobile and it will increase the rate of employment. The problems and challenges faced by the unemployed rural women of Shoromong are likely to be faced by their children and their grandchildren if not addressed- especially on their right to education. Education is the key to alleviation of poverty and introduction of success. Without education transformation of Shoromong village will remain a dream.

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## **APPENDICES**

### **Appendix 1: A letter of request to “Headman”, unemployed women and unemployed women’s mothers to conduct research in Shoromong village**

P. O. Box 317

Tzaneen

0857

17 February 2012

TO: “Induna” Manjoro

FROM: MRS MANGENA E.D

DEPUTY PRINCIPAL & ADULT EDUCATION LEARNER

SUBJECT: REQUEST TO CONDUCT RESEARCH IN YOUR COMMUNITY

I MANGENA E.D Student number 88062756 hereby request permission to conduct research activities in your community in order to complete my Master’s studies.

I wish to conduct a research project entitled: Problems and Challenges faced by unemployed rural women in Shoromong village in the Mopani district. My aim is to investigate the problems and challenges faced by unemployed rural women in Shoromong village.

It is the objective of my study to get interview responses from you, separately from 10 unemployed women (aged between 25 and 40 ) in your village as a group and lastly from 6 mothers of unemployed women (aged between 45 and 60 ).

Hoping for a positive response

Yours Faithfully

Mangena E.D

**Appendix 2: A letter to conduct research with the social worker about Shoromong village**

P.O BOX 317

TZANEEN

0857

17 FEBRUARY 2012

TO: Social worker

FROM: MRS MANGENA E.D

DEPUTY PRINCIPAL & STUDENT

REQUEST TO CONDUCT RESEARCH ABOUT UNEMPLOYED WOMEN IN SHOROMONG

I MANGENA E.D Student number 88062756 hereby request permission to conduct my research activities in order to complete my Master's studies.

I wish to conduct a research project entitled: Problems and Challenges faced by unemployed rural women in Shoromong village in the Mopani district. My aim is to investigate the problems and challenges faced by unemployed women in Shoromong village.

It is the objective of my study to get your interview responses , which could be useful in coming up with solutions towards the unemployed women's problems and challenges.

For more insight read attached copy of my research proposal.

Hoping for a positive response

Yours faithfully

Mangena E.D



**Appendix 3: An invitation letter of interview with the “Headman’**

P.O. BOX 317

TZANEEN

0857

22February 2012

TO: “INDUNA” MANJORO

FROM: MANGENA E.D

DEPUTY PRINCIPAL& STUDENT

SUBJECT: INVITATION TO THE ONE ON ONE INTERVIEW OF MY RESEARCH PROJECT:  
YOURSELF

As a follow up to my letter dated the 17<sup>th</sup> February, I hereby request you to a meeting in order to finalise my data collection. In phase3 I intend to interview the “Induna” about the problems and challenges that unemployed women in your community face.

I would like to meet you as follows:

Venue: In the “kraal”

Date: 25 FEBRUARY 2012

Time: 10HOO

Hoping for a positive response

Yours faithfully

Mangena E.D

#### **Appendix 4: An invitation to an interview with unemployed women**

P.O.BOX 317

TZANEEN

0857

22 FEBRUARY 2012

TO: 'INDUNA" MANJORO

FROM: MANGENA E.D

DEPUTY PRINCIPAL & STUDENT

SUBJECT: INVITATION OF 10 UNEMPLOYED WOMEN TO A GROUP INTERVIEW

As a follow up to my letter dated 19<sup>th</sup> February, I hereby request you to arrange for me the 10 unemployed women(age between 25 and 35 ) in order to finalise my data collection. In phase 1, I intend to interview 10 unemployed women on the subject of problems and challenges faced by unemployed women.

I would like us to meet as follows:

Venue: In the "kraal"

Date: 03 MARCH 2012

TIME: 10H00

Thanking you in anticipation

Yours faithfully

Mangena E.D

**Appendix 5: An invitation to an interview with unemployed women's mothers**

P.O. BOX 317

TZANEEN

0857

22 FEBRUARY 2012

TO: "INDUNA" MANJORO

FROM: MANGENA E.D

DEPUTY PRINCIPAL & STUDENT

SUBJECT: INTERVIEW WITH 6 MOTHERS OF UNEMPLOYED WOMEN

As a follow up to my letter dated 19<sup>th</sup> February, I hereby request you to arrange an interview for me with 6 mothers of unemployed women. In phase 3 I intend to interview mothers of unemployed women with the aim of getting their side in term of the subject under study

I would like to meet them as follows:

VENUE: 'Induna's kraal

Date: 10 MARCH 2012

TIME: 10H00

Thanking you in anticipation

Yours faithfully

Mangena E.D.

**Appendix 6 : An invitation to an interview with the social worker**

P.O.BOX 317

TZANEEN

0857

24 FEBRUARY 2012

The Social Worker

FROM: MANGENA E.D

DEPUTY PRINCIPAL & STUDENT

SUBJECT: INVITATION TO A ONE ON ONE INTERVIEW: YOURSELF

As a follow up to my letter dated the 17<sup>th</sup>, I hereby invite you to a one on one interview with me to finalise my data collection activities.

As you could notice from my research proposal submitted to you, my interview with you is the last phase of data collection. In this phase I intend to get problems and challenges that women from Shoromong usually report as their challenges.

I would like us to meet as follows:

Venue: YOUR OFFICE

Date: 10 MARCH 2012

TIME: 10H00

Thanking you in anticipation

Yours faithfully

MANGENA E.D

Appendix 7: A letter of response from the Induna

P.O.BOX 317

SHILUVANE

0873

To: Mangena E.D

From: Ms Manjoro

Date: 23 February 2012

**Permission to hold interviews with myself, unemployed women and unemployed women's mothers**

I hereby grant you permission to come and hold interviews with us as requested. We hope the interviews will benefit the community of Shoromong village.

Looking forward for a successful meeting

Thank You

Manjoro M.

Manjoro M

Appendix 8: A letter of response from the Social worker

PRIVATE BAG 4056

TZANEEN

0850

TO: Mangena E.D

From: Ramaboka P

Date: 26 February 2012

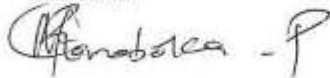
**Permission to hold interviews with myself**

I hereby grant you permission to come and hold interviews with me as requested. We hope the interviews will be of beneficial to our society.

Looking forward to meet you in the near future

Thank You

Ramaboka P

A handwritten signature in black ink, appearing to read 'Ramaboka P', with a stylized flourish at the end.

**Appendix 9:**

**INTERVIEW GUIDE FOR UNEMPLOYED RURAL WOMEN**

**FACTS AND FIGURES**

1. How many children do you have?
2. How many members stay in your household?
3. Are you married?
4. If married where is your husband?
5. Is there a Public Adult Learning Centre in your village?
6. Is there a project in your village?

**LOSS OF RESPECT AND DIGNITY**

1. How is your dignity affected by unemployed status?
2. Are you respected and treated with dignity by your children?
3. Are you treated with respect and dignity by your relatives?
4. If married, are you respected and treated with dignity by your husband?
5. Are you treated with respect and dignity by the community?
- 6 How do you feel about your unemployed status?
7. How does your unemployed status affect your confidence?

**FINANCIAL CONSTRAINTS**

1. How do you secure food and other basic needs in your family?

2. Is there a source of income in your family?
3. Do you get support from the government in your family?
4. How do you fend for your family?
5. Are you able to afford the economic cost of sicknesses?

## **LACK OF EDUCATION AND SKILLS**

1. What is your highest level of schooling?
2. Have you acquired any skill or underwent any type of training?
3. Have you attended Adult Basic Education and Training classes?
4. Do you think education and skills can minimize unemployment?
5. Are there educated women role models in your village?
6. What do you think is the reason for you being unemployed?
7. Are there schools in your village?
8. Are there Public Adult Learning centre in or around your village?
9. What problems and challenges do you encounter taking your children to school?
10. How is the level of unemployment of women in your village?
11. What can be done to minimize women unemployment?
12. Is the community aware of ABET programmes?
13. How is the drop –out rate of children attending schools?
14. What contributed to the dropping out of school of unemployed women?



## **POOR LIVING CONDITIONS**

1. What problems and challenges do you experience due to your unemployed status?
2. Are there work opportunities in and around your village?
3. Describe the type of your home?
4. Do you have access to basic needs?
5. Describe the socio- economic environment within your village?
6. Describe the livelihood activities in your village?
7. Describe the infrastructure development in your village?
8. How is service delivery in your village by the Municipality?
9. How is women unemployment in your village?
10. How do poor living conditions affect you as an individual?
11. How does your environment contribute to your unemployed status?
12. What pressures do you experience due to unemployed status?
13. How do you think your problems and challenges can be solved?
14. How is your health affected by your poor living conditions?
15. What do you consider as negative effects from your environment?
16. How is accessibility of your village in terms of transport?

## **ABUSES**

1. Don't you experience abuse due to your unemployed status?

2. If yes, what kind of abuse?
3. How do men treat you?
4. If married, are you abused by your husband?
5. If yes, what kind of abuse?
6. Do members of the community take advantage of your unemployed status?
7. If yes, how?

### **LACK OF SUBSISTENCE FARMING SKILLS AND RESOURCES**

1. How do unemployed women acquire seeds to plant?
2. What kind of products do unemployed women produce?
3. How do unemployed women water their plants?
4. Are unemployed women skilled to grow plants?
5. Is unemployed women's production enough to provide for the families?
6. Are unemployed women able to sell other products left after consumption?
7. Is there enough land to use?
8. What problems and challenges do unemployed women experience when doing subsistence farming?

### **LACK OF ACCESS TO INFORMATION**

1. Do you have a Television set at home?

2. Do you have a radio set at home?
3. Where do you buy newspaper?
4. How often do you read a newspaper?
5. How often do you read magazines?
6. Are you connected to internet?
7. How do you get information about job vacancies?
8. Do you have a cell phone?

### **ENGAGE IN ILLEGAL ACTIVITIES**

1. Do you play cards for money?
2. Do you play 'mochina' for money?
3. Are you involved in prostitution?
4. Are you selling dagga?
5. Are you selling drugs?
6. Are you selling alcohol?

## **Appendix 10:**

### **INTERVIEW GUIDE FOR UNEMPLOYED WOMEN'S MOTHERS**

#### **FACTS AND FIGURES**

1. How many women unemployed children do you have?
2. What do you think are the reasons for unemployed women not to get job opportunities?
3. What is your daughter'/s's level of education?
4. Why did they have to stop attending school?
5. What is your highest level of education?
6. Did you have educated women role models during your time?
7. What is your mother's highest level of education?

#### **LOSS OF RESPECT AND DIGNITY**

1. Do unemployed women have respect for themselves?
2. Are unemployed women respected by their children?
3. Are unemployed women respected by their relatives?
4. Are unemployed women respected by their community?
5. How is the unemployed women's dignity affected by their unemployed status?
6. How is the unemployed women's confidence affected?

## **FINANCIAL CONSTRAINTS**

1. Do the unemployed women have any source of income?
2. Does any member of the unemployed women's family receive social grant?
3. How do you think the unemployed women provide for their individual needs?
4. How do you think the unemployed women provide for the needs of their family?
5. Do the unemployed women ever come to their mothers for financial support?
6. Are unemployed women able to meet the economic cost of sicknesses?

## **LACK OF EDUCATION AND SKILLS**

1. What is your daughter's level of education?
2. Did she ever receive training of a particular skill?
3. What do you think is the reason for your daughter not to find job opportunity?
4. Do you think education and skills can offer job opportunity?
5. Are there schools in your community?
6. Do you have public adult learning centers in your community?
7. What problems and challenges did you encounter when taking your children to school?

## **POOR LIVING CONDITIONS**

1. How is the household environment of your daughter?
2. In what type of a house is she staying?

3. What kind of food do they consume?
4. Does your daughter have services such as water and electricity?
5. Is there a clinic in your community?
6. Is there a police-station nearby?
7. Where does your daughter go for medical help?
8. How far is the police station from the village?
9. Are there phones in the village?

### **ABUSES**

1. If doing odd jobs, is/are your daughters well paid?
2. Don't men take advantage of their situation?
3. Do your daughter/'s experience emotional abuse from their relatives?
4. Does your daughter/s experience emotional abuse from the community?
5. If married, is your daughter/s not abused by their husbands?

### **LACK OF SUBSISTENCE FARMING SKILLS AND RESOURCES**

1. How does your daughter/s acquire seeds to plant?
2. What kind of products does your daughter/s produce?
3. How does your daughter water plants?
4. Is she skilled to grow plants?
5. Is your daughter's production enough to provide for the family?

6. Is she able to sell other products they produced?
7. Is there enough land to use?
8. What problems and challenges do they experience when doing subsistence farming?

### **LACK OF ACCESS TO INFORMATION**

1. Does your unemployed daughter/s have a Television set at home?
2. Does your unemployed daughter/s have a radio set at home?
3. Does your unemployed daughter/s read newspapers?
4. Does your unemployed daughter/s read magazines?
5. Does your unemployed daughter/s have access to internet?
6. How does your daughter/s get information about job opportunities?

### **ENGAGE IN ILLEGAL ACTIVITIES**

1. Does your daughter/s play cards for money?
2. Is your daughter/s engaged in prostitution?
3. Does your daughter/s play 'mochina'?
4. Is your daughter/s selling drugs?
5. Is your daughter/s selling dagga?

## **Appendix 11:**

### **INTERVIEW GUIDES FOR THE HEADMAN**

#### **FACTS AND FIGURES**

1. For how long have you been a Headman in your community?
2. What are the reasons for women unemployment in your community?
3. How do you help to reduce woman unemployment as a leader?
4. What initiatives do you bring in to address woman unemployment?
5. What is your highest level of education?
6. What is the sex of the Headman?

#### **LOSS OF RESPECT AND DIGNITY**

1. What kind of problems and challenges do unemployed rural women report?
2. How often do you solve problems and challenges of unemployed rural women?
3. Do men treat their wives with respect and dignity?
4. What kind of problems do men inflict on their wives?
5. Are unemployed women respected by their children?
6. Are unemployed women respected by their relatives?
7. Are unemployed women respected by their community?
8. Do unemployed women have respect for themselves?



## **FINANCIAL CONSTRAINTS**

1. How do unemployed women meet their needs?
2. How do unemployed women meet their family's needs?
3. What financial problems and challenges do unemployed women face?
4. Are unemployed women provided with food parcels in your community?
5. Are there projects in your community?
6. Are unemployed women provided with shelter in your community?

## **LACK OF EDUCATION AND SKILLS**

1. How many schools do you have in the community?
2. Do you have educated women role model in your community?
3. Why are some women in your community not educated?
4. Are there skills training programmes in your community?
5. Is there public adult learning center in your community?
6. How is the school's drop -out rate in your community?
7. How is unemployment rate of women in the village?

## **POOR LIVING CONDITIONS**

1. Are basic needs provided in your community?
2. How far is the police station from your community?
3. How far are health services from your community?

4. Do you have pre-schools in your community?
5. How long do the children travel to and from their nearest school?
6. Where do you buy your daily needs?
7. How are the roads in your community?
8. Is your community having transport connection with nearby places?

### **ABUSES**

1. Are unemployed women well paid for doing odd jobs?
2. Don't men take advantage of their unemployed status?
3. Don't unemployed women experience emotional abuse from their family members?
4. Don't unemployed women experience emotional abuse from men in their village?
5. Is the community not abusing unemployed women?
6. Are husbands not abusing their unemployed wives?

### **LACK OF SUBSISTENCE FARMING SKILLS AND RESOURCES**

1. How do unemployed women acquire seeds to plant?
2. What kind of products do unemployed women produce?
3. How do unemployed women water plants?
4. Are unemployed women skilled to grow plants?
5. Are unemployed women's production enough to provide for the family?
6. Are unemployed women able to sell other products they produced?

7. Is there enough land to use?
8. What problems and challenges do unemployed women experience when doing subsistence farming?

### **LACK OF ACCESS TO INFORMATION**

1. How many unemployed women's households have Television set?
2. How many unemployed women's households have radio sets?
3. Do unemployed women read newspapers?
4. Do unemployed women read magazines?
5. Do unemployed women have cell phones?
6. Are unemployed women having access to internet?
7. How do unemployed women get information about job vacancies?

### **ENGAGE IN ILLEGAL ACTIVITIES**

1. Are unemployed women playing cards in the village?
2. Are unemployed women playing 'Mochina'?
3. Are unemployed women involved in prostitution?
4. Are unemployed women selling drugs?
5. Are unemployed women selling alcohol?
6. Are unemployed women selling dagga?

## **Appendix 12**

### **INTERVIEW GUIDE FOR THE SOCIAL WORKER**

#### **FACTS AND FIGURES**

1. Where are you situated?
2. How far are you from Shoromong village?
3. For how long have you been a social worker?
4. How do you assist unemployed women?
5. Do unemployed women come to you for grants and advices?
6. What problems and challenges are reported by unemployed women?

#### **LOSS OF RESPECT AND DIGNITY**

1. How do you think their unemployed status affects them?
2. How is their dignity affected?
3. How is their confidence affected?
4. Are unemployed women having self-respect?
5. Are unemployed women respected by their children?
6. Are unemployed women respected by their relatives?
7. Are unemployed women respected by the community?
8. What kind of problems do unemployed women report to you?

## **FINANCIAL CONSTRAINTS**

1. How do unemployed women provide for their children?
2. Are unemployed women able to secure grants if they qualify?
3. What financial problems and challenges do unemployed women usually report?
4. Do married unemployed women get financial support from their husbands?
5. How do unemployed women raise finances to fend for their families?
6. What kind of problems and challenges do unemployed women usually report about their husbands?

## **LACK OF EDUCATION AND SKILLS**

1. Are there schools in Shoromong village?
2. Do these women attend Adult Basic Education programmes?
3. Is there Public Adult Learning Centre in the village?
4. Do we have educated women role models in the village?
5. What do you think is/are the reasons for these women not to get jobs?
6. How is the drop-out rate in the village?

## **POOR LIVING CONDITIONS**

1. Are there basic services provided in the village?
2. How is the household environment of unemployed women?
3. Does Shoromong have health care facilities?

4. Does Shoromong have schools?
5. In what kind of houses do unemployed women stay?
6. How is the condition of roads in the village?
7. Do unemployed women get food parcels?

### **LACK OF SUBSISTENCE FARMING SKILLS AND RESOURCES**

1. How do unemployed women acquire seeds to plant?
2. What kind of products do unemployed women produce?
3. How do unemployed women water their plants?
4. Are unemployed women skilled to grow plants?
5. Is unemployed women's production enough to provide for the family?
6. Are unemployed women able to sell products they produced?
7. Is there enough land to use?
8. What problems and challenges do unemployed women experience when doing subsistence farming?

### **6 ABUSES**

1. What kind of abuses do unemployed women report?
2. Are men not taking advantage of unemployed women?
3. Are unemployed women not abused by their relatives?
4. Are unemployed women not abused by the community?
5. If married, are unemployed women not abused by their husbands?

## **7. LACK OF ACCESS TO INFORMATION**

1. Do unemployed women have Television sets in their household?
2. Do unemployed women have radio sets in their household?
3. Do unemployed women buy and read newspapers?
4. Do unemployed women buy and read magazines?
5. Do unemployed women have cell phones?
6. Are unemployed women having access to internet?
7. Do unemployed women have Laptops or Computer?

## **8. ENGAGE IN ILLEGAL ACTIVITIES**

1. Do unemployed women play cards for money?
2. Are the unemployed women involved in prostitution?
3. Are the unemployed women engaged in 'Mochina'?
4. Are the unemployed women selling dagga?
5. Are the unemployed women selling drugs?
6. Are the unemployed women selling alcohol?

## **Appendix 13:**

### **OBSERVATION INSTRUMENTS**

#### **ISSUES TO OBSERVE:**

The house in which unemployed women live

Type of food the unemployed women and their families eat

The clothes unemployed women and their families wear

Where they get services such as water, wood, electricity, schools and health care

The roads in the village

Their subsistence crops



## Appendix 14

### DATA MATRIX

VARIABLES	UNEMPLOYED WOMEN	UNEMPLOYED WOMEN'S MOTHERS	HEADMAN	SOCIALWORKER
Age	Between the age of 25 and 35	Between the age of 40 and 65	62 years old	48 years old
Period of unemployment	Most of them were never formally employed. The two who have worked temporarily was for a period of six months	Their daughters were never employed permanently. They mostly work odd jobs.	Unemployed women work piece jobs in the village. They were never employed permanently	Most unemployed women were never employed. They only practice odd jobs and selling in the village
Number of schools	No schools in the village	No schools in the village	No schools in the village	No schools in the village
Existence of public services	The village has electricity, RDP houses and toilets	The village has electricity, RDP houses and toilets	The village has recently been supplied with electricity, RDP houses and toilets	The village has electricity, RDP houses and toilets
Availability of projects	There is one project. The project is planting vegetables and growing chickens	There is one project	There is one project	There is one project
Respect and dignity	They feel their children and husbands/spouses respect and treat them with dignity. They also feel their relatives and the community disrespect them	They feel some of their daughters' lack self-respect. Some unemployed women are respected or disrespected by relatives and community members depending on their conducts. Some of their children and husbands or spouses lack	There is some degree of lack of respect by children, relatives and the community members to unemployed women. Spouses/husbands lack respect to unemployed women	The dignity and confidence of unemployed women is negatively affected. Some have self-respect while others lack self-respect. Some children respect their mother's while others not. Relatives and community members disrespect

		respect for them		unemployed women
Education levels	Have attended between grade 6 and grade 12	Have attended between grade 2 and grade 12.	Have attended up to the then standard 6.	Have attained a social worker qualification at a university level.
Skills training	No skills training received.	No skills training received	No skills training received	No skills training received
Financial support	Depend on social grants and doing odd jobs. Spouses /husbands also assist if they got odd jobs.	Depend on social grants, odd jobs and irregularly coming to their parents for financial assistance. Sometimes spouses/husbands also assist financially	Depend on social grants and odd jobs.	Depend on grants. Some Spouses/husband assists financially. Some unemployed women are selling some vegetables and some are doing odd jobs
Subsistence farming	Subsistence farming is practiced to provide for family consumption.	Their daughters practice subsistence farming	Unemployed women practice subsistence farming	Unemployed women practice subsistence farming
Availability of land	No farming fields are available. They plant in their yards surrounding their houses	No farming land is available. They plant in their own yards around their houses.	No farming fields available. They plant around their houses in the yards.	No farming fields available. They plant around their houses in their yards
Products produced	They produce products like maize, ground nuts and sugarcane. Some have green gardens and produce products like tomatoes, green peppers, cabbage , spinach and onions	They produce products like maize, ground nuts and sugar cane. Some have green gardens and produce products like tomatoes, green peppers, cabbage, spinach onions	They produce products like maize, ground nuts and 'morogo'	They produce products like vegetables, maize and nuts.
Information channels	They all had no television sets in their household. 6 had radio sets. All do not read newspapers and	None had television sets.5 have radio sets. None of their daughters read newspapers or	No household owns television set. Newspapers and magazines are not read. Some have cell phones	Very few unemployed women might be having television and radio sets. Doesn't think

	magazines. No access to internet. 3 have cell phones.	magazines. The unemployed mothers do not know what internet is.	while some do not have. She doesn't know what an internet is.	unemployed women read newspapers and magazines. Internet is an abstract concept for them.
Abuses	The unemployed women are not abused by their children, relatives, spouses/husbands and the community. The unemployed are not abused when doing odd jobs	The unemployed women experiences emotional and physical abuse from their relatives, spouses/husbands and their children. Men sexually abuse them. They are paid properly when doing odd jobs	Spouses/husbands do emotionally and physically abuse the unemployed women. Men in the community do not abuse them. The community does not abuse them. The unemployed women are not abused when doing odd jobs.	They experience emotional and physical abuse from their spouses/husband, relative and their children.
Illegal activities	3 admitted to be playing cards and 5 playing 'mochina'. Some are selling alcohol. No one admitted to be engaged in prostitution, selling of dagga and drugs	Some of their daughters are playing cards and 'mochina'. Some are selling alcohol. None of them aligned their daughters to prostitution, selling of dagga and drugs.	Some unemployed women are playing cards and 'mochina'. There are rumours that some unemployed women are selling dagga while others are engaged in prostitution. Some are selling alcohol in their houses.	Some are playing cards and 'mochina'. Some are selling alcohol. Shoromong is known to be a dagga market. Does not know of selling of drugs in the village.
Problems and challenges	Walking long distances to neighbouring villages for some services they do not have. Unable to leave their children at home and stay at workplaces. Are unable to provide some of the needs of their children. Lack of job opportunities in	Walking distance to neighbouring villages for some services they do not have. Poor living conditions. Lack of transport and poor roads. Lack of land to farm. Lack of water. Abuses of unemployed women, lack of communication channels and their	Walking distance to neighbouring villages for some services they do not have. Poor living conditions. Lack of transport and poor roads. Lack of land to farm. Lack of water. Lack of communication channels and engagement in illegal activities.	Unemployed status affects them negatively. They are mostly depressed, anxious and unhappy. Their dignity and confidence is negatively affected. Lack of respect by their children. Drop-out rate of their children at school

	<p>their village, poor living conditions in their village, lack of transport to commute to work places, financial constraints, lack of communication channels and engagements in illegal activities. Lack of water. Emergency services like clinics, hospital and police station. Lack of enough land to farm. Lack of education and trainings for skills.</p>	<p>engagement in illegal activities.</p>	<p>Lack of education and trainings of skills. They are abused by their spouses/husbands Lack of respect by some of their children</p>	<p>is high. Lack of respect by relatives and community members.</p>
<p>Solutions to problems and challenges</p>	<p>They think if they can have crèches to take care of their children for them during the day. If the roads can be conducive for public transport to get into their village. They can commute daily to various working places. If they can get skills training that can empower them to do various things. If the government can create for them job opportunities in their village by building firms. Schools should be build in their villages. For health problems</p>	<p>Their daughters should be trained in various skills. They should also create job opportunities for themselves. Roads be improved for them to get public transport</p>	<p>ABET programmes be offered to the unemployed to empower them with skills. Unemployed women be trained how to use their hands.</p>	<p>Schools should be build in the village. Training of skills be offered to the unemployed women</p>

	they should get their own clinic			
Views about unemployed women's status	They feel bad about their unemployed status. Not being able to provide for the needs of their children. Feel disrespected because of their status. Feel like not being dignified and make them lose their confidence. The unemployed status worries them a lot. They are not even sure of their future. They even view some of their disease to attributes of their unemployment status. Diseases like headaches, high blood and sugar diabetes	They feel that the unemployed status of their daughter make them to lose their self-respect. Some of their daughters have given themselves to alcohol and engage in illegal activities. The unemployed status affects their daughter's confidence and dignity negatively. Some of their daughters look down on themselves.	She views the unemployed status as a bad thing.	He feels the unemployed status is not a good thing. It affects the women negatively. The unemployed women are mostly depressed, anxious and not happy. It affects their confidence and dignity negatively. They get lack of respect from their relatives, spouses/husband and their children due to their unemployed status
Family income	Money received from grants. Some are doing odd jobs. Some are selling in the community. Some are engaged in illegal activities like selling alcohol while others are playing cards and 'mochina'. The married unemployed women get some money from their husbands who are working. Most of	Most of their income is from grants received in the family. They also do odd jobs to supplement it. Some are selling a variety of goods and vegetables in the community. Some are engaged in illegal activities like selling alcohol while others are playing cards and 'mochina'. Unemployed women's mothers	Most of their income is from grants received in the family. They do odd jobs to supplement it. Some are selling a variety of goods and vegetables in the community. Some are engaged in illegal activities like selling alcohol	Most of their incomes is from grants received in the family. They sometimes do odd jobs. Some are selling vegetables in the community. The married ones also get some money from their spouses/husbands.

	their spouse/husbands are also unemployed and share with them money from odd jobs.	also share their grants income with their daughters.		
Existence of Public Adult Learning Centre	There is no Public Adult Learning centre in the village. ABET programmes are conducted at Bokgaga about 4 Kilometers away. One of them is attending at that centre	There is no ABET classes in the village. The unemployed mothers have never attended this class. Their daughters are not attending in the neighbouring village	There is no ABET class in the village. No training programmes for women. Most women are not attending in the neighbouring village.	No ABET classes in the village. Unemployed women do not attend in the neighbouring village.
Governmental support	Grants are provided. Food parcels withdrawn. RDP houses, electricity and toilets are provided.	Grants are provided. Food parcels are withdrawn. RDP houses, electricity and toilets are provided.	Grants are provided. Food parcels are withdrawn. RDP houses, electricity and toilets are provided.	Grants are provided. Food parcels are withdrawn. RDP houses, electricity and toilets are provided.
Odd jobs	Unemployed women do odd jobs like cutting of grass, wood, laundry and hoeing. Their Spouses/husbands are also doing odd jobs.	Their daughters do odd jobs. The unemployed women also sell goods.	They practice odd jobs.	Some unemployed women are selling a variety of goods to supplement their grants.
Grants reception	They receive grants in the form of child support, foster care and disability grants.	They receive grants in the form of child support, foster care and disability grants. The unemployed women also get old age grants when staying with their parents or parents in law.	They get grants in the form of child support, foster care and disability grant. Some get old age grants when staying with their parents or parents in law.	They get grants like child grant, foster grants and disability grants
Reasons for not working	Lack of skills and training,	Lack of education and skills. The	Lack of education and skills training.	They lack women role models. They

	remaining with children at home, the government should create job opportunities	unemployed women should create work opportunities for themselves.	Exclusion of their village from public transport.	lack education and skills training.
Infrastructure development	No proper roads. No water provided. No schools and clinics. No street lights. One shop. No crèche.	No proper roads. No water provided. No schools and clinics. No streetlights. One shop. No crèche	No proper roads. No water provided. No schools and clinics. No streetlights. One shop. No crèche.	No proper roads. No water provided. No schools and clinics. No street lights. One shop. No crèche
Women 's role modelling	No women role models. Most of the women are unemployed and staying at home	No women role modeling. There are no educated women serving as examples	Most women are not educated. She knows of one woman educator in the village.	Does not know of educated women in the village
Living conditions	Poor living conditions. Poor dilapidated mud houses.RDP houses. No proper roads. No street lights. No running water. Use water from the rivers. No public transport. Only one shop. Walking a long distance to neighbouring villages	Poor living conditions. They stay in mud houses. RDP houses. No proper roads. No street lights. No running water. Use water from the rivers. No public transport. Only one shop. They walk long distance to neighbouring villages.	No water. Use water from the rivers. No proper roads. No public transport. RDP and mud houses. Only one shop. They walk long distances to neighbouring villages.	Living conditions are poor. No water. Use water from the river. No roads. No public transport. Stay in dilapidated houses and RDP houses. No street lights.
Food parcels	No food parcels distributed in the village. Food parcels were distributed some time ago but no more. They still need them. It was a form of poverty alleviation	No food parcels distributed in the village. Food parcels were distributed some time ago but no more.	No food parcels distributed in the village. Food parcels were distributed some time ago but no more	
Recruitment of work	Unemployed women depend on mouth referrals for recruitments	Depend on word of mouth referrals	Depend on word of mouth referrals. They rely on waiting to be called	Depend on mouth referrals.

			by people who know them.	
Drop-out rate	The drop -out rate is high.	The drop- out rate is high.	The drop-out rate is high	The drop-out rate is high

VARIABLES	UNEMPLOYED WOMEN	UNEMPLOYED WOMEN'S MOTHERS	HEADMAN	SOCIALWORKER
Age	Between the age of 25 and 35	Between the age of 40 and 65	62 years old	48 years old
Period of unemployment	Most of them were never formally employed. The two who have worked temporarily was for a period of six months	Their daughters were never employed permanently. They mostly work odd jobs.	Unemployed women work piece jobs in the village. They were never employed permanently	Most unemployed women were never employed. They only practice odd jobs and selling in the village
Number of schools	No schools in the village	No schools in the village	No schools in the village	No schools in the village
Existence of public services	The village has electricity, RDP houses and toilets	The village has electricity, RDP houses and toilets	The village has recently been supplied with electricity, RDP houses and toilets	The village has electricity, RDP houses and toilets
Availability of projects	There is one project. The project is planting vegetables and growing chickens	There is one project	There is one project	There is one project
Respect and dignity	They feel their children and husbands/spouses respect and treat them with dignity. They also feel their relatives and the community disrespect them	They feel some of their daughters' lack self-respect. Some unemployed women are respected or disrespected by relatives and community members depending on their conducts. Some of their children and	There is some degree of lack of respect by children, relatives and the community members to unemployed women. Spouses/husbands lack respect to unemployed women	The dignity and confidence of unemployed women is negatively affected. Some have self-respect while others lack self-respect. Some children respect their mother's while others not. Relatives and community



		husbands or spouses lack respect for them		members disrespect unemployed women
Education levels	Have attended between grade 6 and grade 12	Have attended between grade 2 and grade 12.	Have attended up to the then standard 6.	Have attained a social worker qualification at a university level.
Skills training	No skills training received.	No skills training received	No skills training received	No skills training received
Financial support	Depend on social grants and doing odd jobs. Spouses /husbands also assist if they got odd jobs.	Depend on social grants, odd jobs and irregularly coming to their parents for financial assistance. Sometimes spouses/husbands also assist financially	Depend on social grants and odd jobs.	Depend on grants. Some Spouses/husband assists financially. Some unemployed women are selling some vegetables and some are doing odd jobs
Subsistence farming	Subsistence farming is practiced to provide for family consumption.	Their daughters practice subsistence farming	Unemployed women practice subsistence farming	Unemployed women practice subsistence farming
Availability of land	No farming fields are available. They plant in their yards surrounding their houses	No farming land is available. They plant in their own yards around their houses.	No farming fields available. They plant around their houses in the yards.	No farming fields available. They plant around their houses in their yards
Products produced	They produce products like maize, ground nuts and sugarcane. Some have green gardens and produce products like tomatoes, green peppers, cabbage , spinach and onions	They produce products like maize, ground nuts and sugar cane. Some have green gardens and produce products like tomatoes, green peppers, cabbage, spinach onions	They produce products like maize, ground nuts and 'morogo'	They produce products like vegetables, maize and nuts.
Information channels	They all had no television sets in their household. 6 had radio sets. All	None had television sets.5 have radio sets. None of their	No household owns television set. Newspapers and magazines are	Very few unemployed women might be having television

	do not read newspapers and magazines. No access to internet. 3 have cell phones.	daughters read newspapers or magazines. The unemployed mothers do not know what internet is.	not read. Some have cell phones while some do not have. She doesn't know what an internet is.	and radio sets. Doesn't think unemployed women read newspapers and magazines. Internet is an abstract concept for them.
Abuses	The unemployed women are not abused by their children, relatives, spouses/husbands and the community. The unemployed are not abused when doing odd jobs	The unemployed women experiences emotional and physical abuse from their relatives, spouses/husbands and their children. Men sexually abuse them. They are paid properly when doing odd jobs	Spouses/husbands do emotionally and physically abuse the unemployed women. Men in the community do not abuse them. The community does not abuse them. The unemployed women are not abused when doing odd jobs.	They experience emotional and physical abuse from their spouses/husband, relative and their children.
Illegal activities	3 admitted to be playing cards and 5 playing 'mochina'. Some are selling alcohol. No one admitted to be engaged in prostitution, selling of dagga and drugs	Some of their daughters are playing cards and 'mochina'. Some are selling alcohol. None of them aligned their daughters to prostitution, selling of dagga and drugs.	Some unemployed women are playing cards and 'mochina'. There are rumours that some unemployed women are selling dagga while others are engaged in prostitution. Some are selling alcohol in their houses.	Some are playing cards and 'mochina'. Some are selling alcohol. Shoromong is known to be a dagga market. Does not know of selling of drugs in the village.
Problems and challenges	Walking long distances to neighbouring villages for some services they do not have. Unable to leave their children at home and stay at workplaces. Are unable to provide some of the needs of their children.	Walking distance to neighbouring villages for some services they do not have. Poor living conditions. Lack of transport and poor roads. Lack of land to farm. Lack of water. Abuses of unemployed women, lack of	Walking distance to neighbouring villages for some services they do not have. Poor living conditions. Lack of transport and poor roads. Lack of land to farm. Lack of water. Lack of communication channels and	Unemployed status affects them negatively. They are mostly depressed, anxious and unhappy. Their dignity and confidence is negatively affected. Lack of respect by their children. Drop-out

	<p>Lack of job opportunities in their village, poor living conditions in their village, lack of transport to commute to work places, financial constraints, lack of communication channels and engagements in illegal activities. Lack of water. Emergency services like clinics, hospital and police station. Lack of enough land to farm. Lack of education and trainings for skills.</p>	<p>communication channels and their engagement in illegal activities.</p>	<p>engagement in illegal activities. Lack of education and trainings of skills. They are abused by their spouses/husbands. Lack of respect by some of their children</p>	<p>rate of their children at school is high. Lack of respect by relatives and community members.</p>
<p>Solutions to problems and challenges</p>	<p>They think if they can have crèches to take care of their children for them during the day. If the roads can be conducive for public transport to get into their village. They can commute daily to various working places. If they can get skills training that can empower them to do various things. If the government can create for them job opportunities in their village by building firms. Schools should be built in their</p>	<p>Their daughters should be trained in various skills. They should also create job opportunities for themselves. Roads be improved for them to get public transport</p>	<p>ABET programmes be offered to the unemployed to empower them with skills. Unemployed women be trained how to use their hands.</p>	<p>Schools should be build in the village. Training of skills be offered to the unemployed women</p>

	villages. For health problems they should get their own clinic			
Views about unemployed women's status	They feel bad about their unemployed status. Not being able to provide for the needs of their children. Feel disrespected because of their status. Feel like not being dignified and make them lose their confidence. The unemployed status worries them a lot. They are not even sure of their future. They even view some of their disease to attributes of their unemployment status. Diseases like headaches, high blood and sugar diabetes	They feel that the unemployed status of their daughter make them to lose their self-respect. Some of their daughters have given themselves to alcohol and engage in illegal activities. The unemployed status affects their daughter's confidence and dignity negatively. Some of their daughters look down on themselves.	She views the unemployed status as a bad thing.	He feels the unemployed status is not a good thing. It affects the women negatively. The unemployed women are mostly depressed, anxious and not happy. It affects their confidence and dignity negatively. They get lack of respect from their relatives, spouses/husband and their children due to their unemployed status
Family income	Money received from grants. Some are doing odd jobs. Some are selling in the community. Some are engaged in illegal activities like selling alcohol while others are playing cards and 'mochina'. The married unemployed women get some money from their	Most of their income is from grants received in the family. They also do odd jobs to supplement it. Some are selling a variety of goods and vegetables in the community. Some are engaged in illegal activities like selling alcohol while others are playing cards and 'mochina'.	Most of their income is from grants received in the family. They do odd jobs to supplement it. Some are selling a variety of goods and vegetables in the community. Some are engaged in illegal activities like selling alcohol	Most of their incomes is from grants received in the family. They sometimes do odd jobs. Some are selling vegetables in the community. The married ones also get some money from their spouses/husbands.

	husbands who are working. Most of their spouse/husbands are also unemployed and share with them money from odd jobs.	Unemployed women's mothers also share their grants income with their daughters.		
Existence of Public Adult Learning Centre	There is no Public Adult Learning centre in the village. ABET programmes are conducted at Bokgaga about 4 Kilometers away. One of them is attending at that centre	There is no ABET classes in the village. The unemployed mothers have never attended this class. Their daughters are not attending in the neighbouring village	There is no ABET class in the village. No training programmes for women. Most women are not attending in the neighbouring village.	No ABET classes in the village. Unemployed women do not attend in the neighbouring village.
Governmental support	Grants are provided. Food parcels withdrawn. RDP houses, electricity and toilets are provided.	Grants are provided. Food parcels are withdrawn. RDP houses, electricity and toilets are provided.	Grants are provided. Food parcels are withdrawn. RDP houses, electricity and toilets are provided.	Grants are provided. Food parcels are withdrawn. RDP houses, electricity and toilets are provided.
Odd jobs	Unemployed women do odd jobs like cutting of grass, wood, laundry and hoeing. Their Spouses/husbands are also doing odd jobs.	Their daughters do odd jobs. The unemployed women also sell goods.	They practice odd jobs.	Some unemployed women are selling a variety of goods to supplement their grants.
Grants reception	They receive grants in the form of child support, foster care and disability grants.	They receive grants in the form of child support, foster care and disability grants. The unemployed women also get old age grants when staying with their parents or parents in law.	They get grants in the form of child support, foster care and disability grant. Some get old age grants when staying with their parents or parents in law.	They get grants like child grant, foster grants and disability grants

Reasons for not working	Lack of skills and training, remaining with children at home, the government should create job opportunities	Lack of education and skills. The unemployed women should create work opportunities for themselves.	Lack of education and skills training. Exclusion of their village from public transport.	They lack women role models. They lack education and skills training.
Infrastructure development	No proper roads. No water provided. No schools and clinics. No street lights. One shop. No crèche.	No proper roads. No water provided. No schools and clinics. No streetlights. One shop. No crèche	No proper roads. No water provided. No schools and clinics. No streetlights. One shop. No crèche.	No proper roads. No water provided. No schools and clinics. No street lights. One shop. No crèche
Women 's role modelling	No women role models. Most of the women are unemployed and staying at home	No women role modeling. There are no educated women serving as examples	Most women are not educated. She knows of one woman educator in the village.	Does not know of educated women in the village
Living conditions	Poor living conditions. Poor dilapidated mud houses. RDP houses. No proper roads. No street lights. No running water. Use water from the rivers. No public transport. Only one shop. Walking a long distance to neighbouring villages	Poor living conditions. They stay in mud houses. RDP houses. No proper roads. No street lights. No running water. Use water from the rivers. No public transport. Only one shop. They walk long distance to neighbouring villages.	No water. Use water from the rivers. No proper roads. No public transport. RDP and mud houses. Only one shop. They walk long distances to neighbouring villages.	Living conditions are poor. No water. Use water from the river. No roads. No public transport. Stay in dilapidated houses and RDP houses. No street lights.
Food parcels	No food parcels distributed in the village. Food parcels were distributed some time ago but no more. They still need them. It was a form of poverty alleviation	No food parcels distributed in the village. Food parcels were distributed some time ago but no more.	No food parcels distributed in the village. Food parcels were distributed some time ago but no more	
Recruitment of work	Unemployed women depend on	Depend on word of mouth referrals	Depend on word of mouth referrals.	Depend on mouth referrals.

	mouth referrals for recruitments		They rely on waiting to be called by people who know them.	
Drop-out rate	The drop -out rate is high.	The drop- out rate is high.	The drop-out rate is high	The drop-out rate is high